

PEDAGOGICAL AND METHODOLOGICAL COMPETENCE OF DEAF PEDAGOGUE AS AN OBJECT OF RESEARCH

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Annotation. Pedagogical and methodical competence, competences as an object of research are covered in this article. The approach to the development of methodological competences is analyzed by the experience of scientific research.

Key words: deaf pedagogue, pedagogical competence, methodological competence, competencies, cognitive-structural component, and operational-technological component, motivational component, social and moral components

Methodical competence development approach from Russian scientists V.I.Baydenko, I.A.Zimnyaya, N.V.Kuzmina, A.K.Markova, L.M.Mitina, B.Oskarsson, Dj.Raven, Yu.G. Tatur, G.Khalaj, A.V.Khutorskoy, foreign scientists W.Hutmacher, R.W.White studied in scientific research works. The analysis of these scientific works makes it possible to move to the approach of developing methodical competences in higher education, to eliminate the problem of incompatibility of professional education in higher education with the needs of the labor market. The concept of development of the higher education system of the Republic of Uzbekistan until 2030 Decision of the President of the Republic of Uzbekistan dated July 11, 2019 No. PQ-4391 "On measures to introduce new principles of management in the system of higher and secondary special education" depends on the external factors of the higher education system, primarily the labor market asserts that its weak response to its ever-evolving needs can be overcome.

When considering the competent approach, there are conflicting opinions on the meaning of the basic concepts of "competence" and "competence". It should be noted that there is no consensus in understanding this terminology. According to the first perspective, "competence" and "competence" are considered the same thing. I.A.Zimnyaya, referring to the "Glossary of Labor Market Terms", gives them the following definition of the concepts of "competence" and "competence": "the ability to do something well or efficiently"; the ability to perform certain labor functions "according to the requirements for employment." Many foreign researchers agree with this opinion. But, despite the similarity of concepts, scientists show that competences are more practically oriented than competences. They emphasize that it is not just about knowledge or skills. "competence... is the field of relations between knowledge and actions in human practice".

The second opinion distinguishes the concepts under consideration and is based on the history of their development. Thus, the analysis of N. Chomsky's

research emphasizes that competence and its application are related to the perfect experience of consumption. V. Hutmacher mentions that it is closer to the concept of "I know what it is" than to the concept of "I know what it is" and emphasizes that consumption is competence in action. V.I.Baydenko, I.A.Zimnyaya include competence in the basic quality of an individual and emphasize that it is considered the reason for performing the work effectively or very well according to its necessary criteria[1]. The definition given by these competencies is described as close in content. In our work, we also developed an author's definition based on these definitions: "competence is knowledge, understanding and evaluation of personal actions in certain conditions and education that expresses the ability to perform them qualitatively in various situations is a combination of characteristics of the result of independent education".

The concepts of competence and competence are described in a number of studies carried out in the field of national pedagogy. Thus, in Dj. Ravenna, it "consists of many components (components), most of which are not related to each other, ... some components are more cognitive, and others belong to the emotional sphere, ... these components replace each other as components of effective morality can click[2]. In the work of N.V. Kuzmina, competence is considered as the "ability" of a "person" to integrate[5].. In Article 11 of the Law of the Republic of Uzbekistan,

Higher education ensures the training of highly qualified personnel in bachelor's and master's specialties. Training of highly educated personnel is carried out in higher education organizations (universities, academies, institutes, higher schools). Persons who received general secondary (eleven-year education), secondary special (nine-year basic secondary and two-year secondary special education), primary professional education (nine-year basic secondary and two-year primary professional education), as well as secondary special before the entry into force of this Law , persons who have received vocational education (nine-year general secondary and three-year special secondary vocational education) have the right to receive higher education. Competence includes not only cognitive and operational-technological components, but also motivational, moral (ethical), social and moral components. It includes learning outcomes (knowledge and skills), attitudes to values, habits, etc. includes" as a complex structural concept. These ideas are based on the fact that competence is the ability of a person to integrate, which describes the ability of a person (citizen, professional) to perform various social roles.

Issues of studying and analyzing the essence of the concepts of "Competence" and "Competence" in the Republic of Uzbekistan R.Kh. Djuraev N. A. Muslimov, K. A. Mamatkulov, S. T. Qalandarova, O. A. Ko'ysinov, B. Kh. Khodzhaev and others conducted scientific research.

Complexity, integration, importance of competence is more general than description of competence. In addition, as N.A. Muslimov noted, the competent

approach is based on competence, and on its basis, both pragmatic and humanitarian orientation of the educational process will increase. Because of this, it is a mistake to assert that competence defines competences and that they are part of it. The analyzed views have become the "resultative-purpose" result of education in modern society. However, this fact does not reduce the importance of other approaches in education and does not exclude them.

The discussion of the issue of the place of a competent approach in the hierarchy of educational process analysis and organization approaches is reflected in the works of N.A. Muslimov, in which the four-step concept of the methodological analysis of I.V. Blauberger, E.G. Yudin is based on the problem analysis. The ratio of levels of methodological analysis of these studies and examples of each of them are presented. According to the concept, the structure of the levels is strictly hierarchical - the higher level defines the lower ones. To I.A. Zimnyaya, "competent approach, as a determinant of result-targeted orientation of education..., by definition, is systematic, interdisciplinary. It is characterized by both personal and functional aspects, and has a practical, pragmatic and humanitarian orientation."

According to B. Khodzhaev, competence (a Latin word that means to achieve, to be right) is the subject's readiness to effectively organize external and internal resources to set a goal and achieve it, in other words, it is the subject's personal ability to solve certain professional issues. B.Kh. Khodzhaev spoke about the promotion of "three traditional elements of education, knowledge, skills and competence: practical activity experience, competence, competence". In particular, the word competence is explained in the "National Encyclopedia of Uzbekistan" as follows: competence (lat. *competo* - I am achieving, I am worthy, I am worthy) - 1) the powers of a specific state body (local self-government body) or an official, established by law, charter or other document, scope of rights and duties; 2) knowledge, experience in this or that field. B.Kh. Khodzhaev stated: "The quality of education is measured not only by the level of acquisition of academic knowledge by students, but also by the level of stagnation of motivations such as the formation of competencies in various spheres of life, readiness for lifelong learning, personal and professional development".

The subject of our research is methodical competences (competencies), considered within the framework of methodical competence. This is one of the main types of pedagogical competence, and it is a very important and broad direction of pedagogical work. Thus, A.A. Verbitsky singles out methodical competence as an understudied aspect and includes psychological-pedagogical competence, as well as a high level of pedagogic general culture, among the components of the set of important professional qualities of a teacher. The understanding of this term is different, which is related to the multi-valued concept of "methodology" [1].

Taking into account our research in the field of competence approach, methodical competence refers to the integrative quality of a person, which describes the ability to fulfill the professional-methodical role of a person, a pedagogue. In

this, according to the pedagogical definitions of the methodology, it means teaching the child to a specific academic subject, educating him based on it, and striving to improve personal professional and methodological qualities.

Methodological competences describe the ability of a pedagogue to perform methodical activities and include a combination of characteristics (qualities) that are the result of education (independent study), which consists of knowing, understanding and evaluating one's own actions in methodical (educational-methodical) conditions and knowing how to implement them qualitatively in various professional situations. In the process of forming the competence of a teacher at the stage of professional education, more attention should be paid to the formation of competencies (educational, educational) than competence. Any competence, including the competence of a deaf pedagogue, has the same characteristics that are distinguished by the authors. However, the education of children with hearing impairment includes additions to them and provides specific aspects of methodological competence, as well as pedagogical competence.

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