DIDACTIC AND MOTIVATIONAL OPPORTUNITIES FOR THE USE OF VARIABLE APPROACHES TO INCREASE THE PROFESSIONAL COMPETENCE OF FUTURE DEFECTOLOGISTS

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ABSTRACT

This article explains that practical training is a process designed to solve various practical problems in terms of its content and essence. The main directions of the training and the didactic and motivational possibilities of using different approaches in the preparation of future defect ologists for inclusive education.

KEYWORDS: *Inclusive Education, Practical Training, Native Language, Innovative Technologies, Algorithm, Higher Education, Information Environment, Meaning, Quality And Efficiency.*

INTRODUCTION

Practical training is a process designed to solve a variety of practical problems, depending on its content and nature. Practical training in higher education is one of the main forms of education, which allows you to connect the theoretical information presented in the lectures with life and use a variety of approaches to improve future professional competence. When choosing a system of exercises and assignments for practical training, the teacher learns about the subject, topic and methods of performance of tasks. It is important to have a holistic view. Practical training is a method of reproductive, productive, creative education, provides a link between theory and practice, contributes to the development of knowledge and practical skills acquired by students in the process of speaking and independent work**. [1]**

Lectures and practical sessions should be methodologically related to each other. The lecture should prepare students for practical training, practical assignments for the next lecture. Module "Special methods of teaching the native language "In teaching, we have developed an algorithm for conducting practical exercises. The development of this algorithm was based on the results of preliminary observations devoted to substantiating the problem. Algorithm for the preparation and conduct of practical training of teachers of the module "Special methods of teaching the mother tongue" in the curriculum of the direction of defect ology and their preparation for inclusive education: **[2]**

1. Science and work program, practical training within the relevant educational material forming and shaping didactic goals.

2. To consider the general and professional competencies that should be formed in students during the practical training and to link them to the educational tasks.

3. Allocate time, taking into account the interdisciplinary links required for the lesson, and determine the stages of the lesson in this regard.

4. Selection of forms and methods of teaching used in practical training.

5. Assignments in general, frontal and by students' preparation of didactic materials used for performance.

6. Development of criteria, methods and tools to encourage and record student activities at different stages of the lesson.

7. Find and prepare additional materials, addresses, sources that are off-topic but relevant to the problem.

8. Preparation of the necessary methodological documents for registration.

The motivational spirit of the actions taken by the teacher in the initial stage of the practical training has a positive effect on the quality of the process. In addition, at this stage, the teacher reviews the readiness of students for the lesson, if necessary, distributes didactic materials and launches technical aids. **[3]** For practical training, the goals and objectives should be indicative, that is, they should meet the criteria for evaluating the effectiveness of the work done by students we found out. The following are recommendations for the effective formulation of goals and objectives for practical training. We have identified the following main areas of practical training in the module "Special methods of teaching the native language": Line

1. **Exercises** that ensure the achievement of cognitive goals. These sessions focus on mastering specific knowledge that has been learned or not learned in the lecture. Assignments simplify the material (rule, definition, classification ...) reflects the process of developing skills, from memorization to the application of information in new situations (through experience, exercises), to the creation of new ideas. The content of the tasks for this lesson is to know, understand, describe, explain, demonstrate, apply, evaluate, highlight (hidden characters), set (cause-and-effect relationships), see (errors, individual characters), identify (analyze), change.

2. **Line 2.** Ensuring the achievement of constructive goal straining. Build a whole from certain parts, combine, find and summarize information, complete a task on speech units, work on mistakes, make up ....

3. **Line 3**. Exercises that ensure the achievement of creative goals. Selection of ideas, description, creation of decoration (text: essay, statement, poem, story, essay ...). The directions of practical training are given in the following scheme:

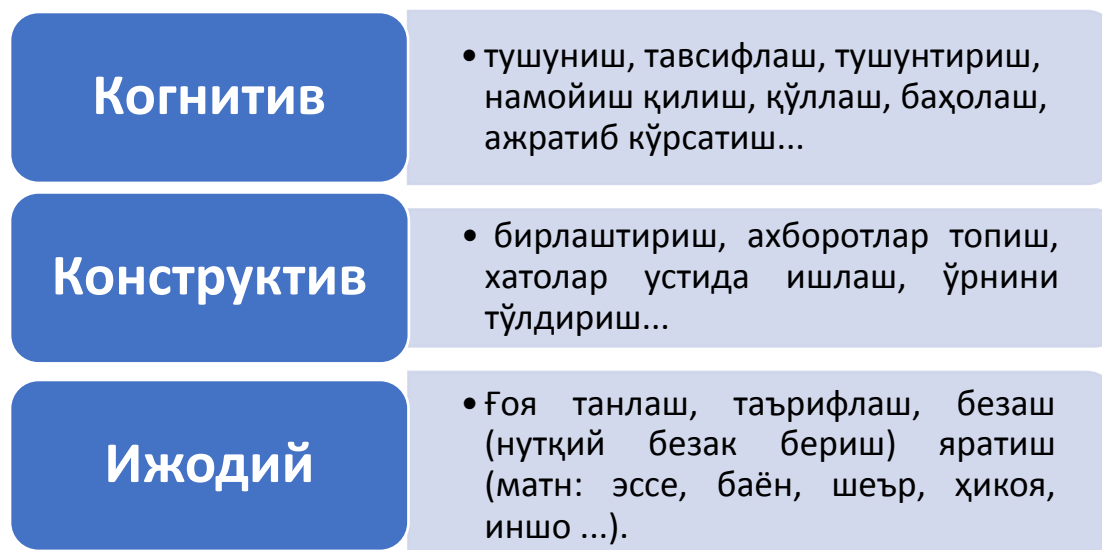| Когнитив	• тушуниш, тавсифлаш, тушунтириш, намойиш қилиш, қўллаш, баҳолаш, ажратиб кўрсатиш...
Конструктив	• бирлаштириш, ахборотлар топиш, хатолар устида ишлаш, ўрнини тўлдириш...
Ижодий	• Ғоя танлаш, таърифлаш, безаш (нутқий безак бериш) яратиш (матн: эссе, баён, шеър, ҳикоя, иншо ...).

Figure 1. Areas of practical training

Research in higher education has studied the important condition for the selection of effective methods and tools for the use of alternative approaches in improving the professional competence of future speech pathologists in the process of practical training. **[4]** We have recommended the "Business Games" for the effective organization of practical training of modules in the field of deaf pedagogy of higher education. This technology serves to solve practical problems of teaching the native language to deaf and hard of hearing children, to improve the skills of students in the preparation of lesson plans, didactic handouts.

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