TEACHERS’ PROFESSIONAL COMPETENCE LEVEL IN THE IMPLEMENTATION OF SOCIAL ADAPTATION OF VISUALLY IMPAIRED YOUNG GRADUATES

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ABSTRACT
This article scientifically substantiates that the educators professionalism in the blind youth adaptation to social life depends on their knowledge, skills and abilities. It is said that the educators role is invaluable in ensuring that every young person has a place in independent life, builds an independent family and works on an equal footing with healthy young people.

Key Words: education, personality, social relations, competence, education, pedagogue, correctional training.

1. Introduction
It is safe to say that the successful educational process management, the education quality provision to students, the educational programs and projects implementation, of course, depends on teachers. We can see that any curriculum or project that is being implemented depends on the teacher’s pedagogical professionalism as well as the experience he or she has gained in his or her specialty. We read on various websites that all developed countries spend a lot of public money on education.

As noted in the address of President Shavkat Mirziyoyev to the Oliy Majlis of the Republic of Uzbekistan on January 25, 2020, “In our society, the constant improvement of the spiritual and educational level of the population, especially young people, is of paramount importance. Therefore, On the basis of the program idea "From national revival to national uplift", it is a very honorable task to bring up young people in the spirit of devotion to the motherland, to form in them the qualities of initiative, devotion, morality any investment in education may not bear its fruitful product early today.

However, we have found in our own research that it will definitely show its effectiveness in the future. In this regard, the educators’ professional competence level is an extremely necessary process that provides practical assistance in any targeted implementation plans implemented in education. It depends on the goals set by the teacher in any pedagogical activity organization. First of all, it should be noted that the training effectiveness depends on the teacher’s professional competence level. This requires the ability to set goals correctly before implementing educational projects and programs, to make a clear move towards the set goal.

The study purpose:
Improving the working skills with youth with disabilities by analyzing the pedagogical factors influencing the increase the teachers’ professional competence level in the social adaptation implementation of visually impaired graduates in life. The most important thing in improving the teachers’ professional skills is to improve the sincere communication between the learner and the educator in a practical way to help young graduates with disabilities to find their place in society.

Research method and object
The research method used methods such as generalization, analysis, comparison and comparative analysis of scientific views and concepts, the objectivity principles, which affect the teacher’s professional competence.
In youth preparation with visual impairments for social life, the research object consists of the professional competence and teacher’s preparation stages.

**Research results and their discussion**

Recently, significant work has been done in the country to increase the teachers’ professional competence. In this regard, we believe that the mutual communicative communication establishment between teachers is important to improve the experience exchange, to maximize the interaction between teachers. Every educator, in order to become a mature specialist in his profession, must be able to set ultimate goals and work towards them.

In Uzbekistan, the teacher professional competence, its peculiarities are wrapped, among which the research conducted by B. Nazarova is of particular importance. According to the researcher, on the basis of professional competence specific to the teacher, the following structural bases are formed. Self-development and work on your own are important in gaining professional and pedagogical competence. Self-development tasks are defined through self-analysis and self-assessment. [4]

It is well known that the individual is all social relations complex. That is why it is necessary to be able to use its many life facets. In all classes, it was believed that the more free and unique a teacher’s personality is, the stronger the impact on students, and the higher their work efficiency. A person who is part of the teacher legal work system should always play an important role in his activities. Because the student’s spiritual world enrichment depends on the teacher attitude and communication. The students’ spiritual wealth depends on the real teacher attitude. It should also be noted that the students' spiritual needs satisfaction under the social environment influence is formed on the basis of psychological protection. [2]

In the professional competence developing process in teachers, the technologies organization for determining the competence in the professional skills of collaborative creative activity requires collaborative work on the issues that arise.

The above-mentioned basic requirements for the educator determine the professional competence of the teacher. Meeting the society requirements requires from a modern educator a high culture, deep spirituality, responsibility sense for the motherland, responsibility, deep knowledge, ability to develop their creative potential, innovative activity, self-improvement, professional activity and a number of other qualities. The issue of forming the teacher professional competence is very important today. A competent approach is when a teacher has competencies, that is, to determine what method of activity he / she will be able to do, what he / she will be able to do, and what he / she is ready for. [3]

The Regulation “On specialized state educational institutions (schools, boarding schools) for children with physical or mental disabilities” approved by the Resolution of the Ministers Cabinet of the Republic of Uzbekistan on September 13, 2011 № 256 “On approval of normative legal acts on specialized state educational institutions for children with disabilities” [8] establishes the procedure for educating children with physical or mental disabilities. In particular, this Regulation defines the following as the main specialized educational institutions tasks: Uzbekistan ensures that general secondary education is approved in accordance with the state educational standards approved by the Ministry of Public Education of the Republic of Kazakhstan and the special education requirements developed on their basis (for mentally retarded children); differentiated and individualized education organization in order to ensure the optimal development of students in the person-centered process, socially oriented education; educating the individual through the most optimal model formation of behavior in personal, family, social life and work; students’ preparation for inclusive education in general education institutions; a correctional (developmental) educational environment creation necessary for the socio-emotional development of students, the life skills formation; monitoring organization of students' mental functions and health in the education process.

In addition, the Regulation stipulates that the children education with physical or mental disabilities should be based on the following principles: the education focus on the deficiencies correction; special approach to diagnosis in education and upbringing; a differentiated approach implementation in the educational process organization. [6]

We have all realized that the majority tasks in the social adaptation implementation of visually
impaired graduates in the special education system are performed by educators. To do this, the professional competence level of teachers should be at the following levels.

First - the formation of the ability to analyze and implement in practice the programs and projects related to education;

Second - that he has mastered the advanced qualifications requirements in his specialty, as well as has some experience in teaching the science secrets;

Third - thorough social communication skills and psychological preparation mastery with students;

Fourth - information technology is well mastered foreign languages and similar additional knowledge;

Fifth - the students’ ability with visual impairments to fully understand the psyche, the students’ mental development level in the social adaptation implementation in life;

Sixth, that each learner has mastered complete information about the learner through individual study;

Seventh, by analyzing each learner interests in independent professional learning, their social adaptation in life was determined.

We all know that the education role in the social adaptation implementation of young graduates with visual impairments is extremely high. Therefore, when education is properly organized and serves the learners’ interests, it will undoubtedly yield its effective results. To do this, first of all, educators will have to teach the basic knowledge necessary for the social adaptation of young graduates. This requires regular research, mutual exchange of experience and pedagogical observations.

Pedagogical observation over the years has led to a thorough the student's learning levels analysis to categorize their interests in pursuing an independent career. In our opinion, pedagogical observation is the main work experience of the teacher, who should compare each obtained data with the previous data and draw a final conclusion. By systematizing the social surveys about each learner, we can determine whether it is possible to gather sufficient information about each learner based on the coordination of the data obtained.

We consider it necessary to provide graduates with visual impairments with the following knowledge that is important to them in their social adaptation in life.

1. Training and development of vital skills for this graduates category;
2. The communication culture among graduates, the communication process with individuals and the rules application of behavior in public places through practice;
3. Ability to self-serve, self-control, assimilate and apply life skills in graduates;
4. To fully develop the skills of independent movement, self-satisfaction, as well as the deep human qualities acquisition in graduates;
5. Orientation to the skills of career choice, employment and future work in the chosen profession;
6. Proper assimilation of independent family building and family management knowledge in graduates;
7. Be able to communicate properly with individuals and freely express their desires;
8. Full self-adaptation to social change with healthy people

We have outlined the knowledge steps that need to be learned above. In this regard, we can achieve this by first linking each activity to practice in order to inculcate knowledge about life skills in young graduates with visual impairments. For example: in the correctional training implementation must have a thorough theoretical and practical knowledge of the topics specified in the curriculum and syllabus.

If young graduates want to move independently, to go to an organization or a place, it is necessary to develop the communication culture that they need in the first place, to apply it in practice. Then this young people category will be able to independently apply the advice given by the educator received in the training. Therefore, we need to organize any training session based on real-life examples.

As long as any theoretical knowledge is not applied in practice, it will not give its effective result, it
will simply remain insignificant. In order to avoid such a situation, every educator must constantly improve their professional skills, worldview, mental capacity, learn lighter teaching technologies, master the student’s personality, his behavior, psychology, learning level. Then we will be able to appreciate the teacher’s professional competence level. The competence concept has entered the education field as a psychological research result. Competence therefore means having an action plan in unconventional situations, how a specialist behaves in unexpected situations, communicates, takes a new approach in dealing with competitors, performs ambiguous tasks, uses information full of contradictions, is constantly evolving and complex processes.

Professional competence does not mean the individual knowledge and skills acquisition by a specialist, but the integrative knowledge and actions acquisition in each independent direction. Competence also requires the constant professional knowledge enrichment, the ability to learn new information, to understand important social requirements, to search for new information, to process it and apply it in their work.

The educating phenomenon study the professional competence of the educator has been reflected in a number of scholarly studies. These authors argued that professional competence, along with the credibility qualities, characterizes a teacher’s pedagogical culture as a professional individual phenomenon.

In turn, the professional competence concept, as noted by V.A. Slastenin, represents the theoretical and practical readiness unity of the teacher to carry out pedagogical activities and characterizes his professional formation. [5]

Conclusions and suggestions. In short, none of us should forget that it is the educators responsibility to provide young people with a thorough education, to guide them to an independent life. In this regard, each of us must feel that we need to focus on young people with disabilities and provide them with practical assistance in finding their place in society. When this young people category finds their place in life, takes their place in society as a profession, we undoubtedly believe that we have achieved our goal. To do this, we will never suffer if we instill in each of us the qualities of hard work, mutual learning and mutual assistance. Most importantly, we believe that we need to improve the teachers skills by establishing mutual cooperation to increase the professional competence level among teachers. To do this, every educator must be aware of the most important news, keep in mind that success is achieved by improving their professional skills and being in constant research.

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