Research Article

DEVELOPMENT OF METHODOLOGICAL READINESS OF FUTURE OLIGOPHRENOPEDAGOGUES

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ABSTRACT

This article describes the theoretical foundations of effective technologies that can be used in the development of methodological readiness of future oligophrenopedagogues based on a competency-based approach in a special course.

KEYWORDS

Competence-based approach, modern pedagogical technologies, Bloom's taxonomy, practical and independent education.

INTRODUCTION

In Uzbekistan, significant reforms have been undertaken in the education sector, as in many other fields. The Concept for the Development of the Public Education System in the Republic of Uzbekistan until 2030 has been approved. It encompasses a range of comprehensive measures that aim to create additional opportunities for the education and upbringing of youth. These measures include the implementation of the Five Initiatives, which represent a set of complex actions designed to enhance educational conditions. Furthermore, state education standards and subject curricula for higher education have been developed based on a competency-based approach. Normative frameworks have also been established so that the country can participate in international studies assessing the quality of education.

In the competency-based approach, the educational process is designed, planned, and organized with the aim of developing specific competencies in learners. From this perspective, the competency-based approach is primarily reflected in redefining educational goals and outcomes, modernizing

educational content, fundamentally transforming pedagogical practices, and integrating innovative technologies. Education grounded in this approach is characterized by preparing students to apply acquired knowledge in both academic and real-life standard and non-standard situations.

The competencies developed in students are categorized into three levels: foundational competencies, general (subject-specific) competencies, and specialized competencies. Foundational competencies may include soft skills such as communication abilities, teamwork, creative thinking, problem-solving, and leadership. These skills are subjective and more challenging to assess, yet they are critical for workplace success. In the future, interpersonal and behavioral traits impacting the professional activities of special education teachers (oligophrenopedagogues) in the specialized education system are expected to include these soft skills.

When discussing competency, it is often associated with "the level of knowledge" and refers to activities focused on understanding the theoretical aspects of "the essential reality of a given object through thought." V.V. Serikov describes competency as "a set of concepts that enable an individual to demonstrate their identity through being educated, knowledgeable, and skilled." The term competence is subject to various definitions and approaches. Broadly, competence is understood as the ability to use knowledge and skills, grounded in practical experience, to solve general problems and act effectively. It originates from the Latin word competere, meaning "to be suitable" or "to correspond."

The uniqueness of the methodological competence of an oligophrenopedagogue lies in the multifaceted nature of their methodological activities, which are aimed at the correction and development of students

with special educational needs. Such professionals must possess the ability to address diverse methodological challenges associated with a wide range of students, as well as mastery of several related disciplines and corrective methodologies. Consequently, the level of a specialist's methodological competencies depends on the extent of their systematic knowledge and their ability to apply general methods of methodological practice effectively.

The theoretical foundation for developing methodological competencies in future oligophrenopedagogues is based on the concept of deductive education. This approach requires identifying and utilizing the development principles and common methodological systems shared by specialized disciplines, thus facilitating the initial formation of general systemic-methodological competencies. The further development of general and specific methodological competencies progresses through the continuity between these courses and the methodologies of specialized disciplines.

The classification of professional activities for oligophrenopedagogues is of particular interest in the approach proposed by I.M. Yakovleva. The researcher distinguishes between the primary types of professional activities and those that serve as prerequisites for implementing the primary activities. Activities in the second group are derived from the tasks of providing corrective-pedagogical assistance to individuals with intellectual developmental disorders. These include corrective-developmental, didactic, educational, socio-pedagogical, and organizational support.

It is well-established that any pedagogical technology is based on educational principles that shape the modern content of education, aiming to nurture the

student's personality and foster professional expertise. The active participants in the educational process are the teacher and students, whose collaborative efforts characterize a process that allows for the deep assimilation of theoretical and practical knowledge on specific topics with minimal time and effort.

Higher education institutions possess significant potential for employing new pedagogical technologies. Recognizing these opportunities and adopting a creatively technological approach to pedagogy not only ensures engaging lessons but also creates a foundation for students to master each topic comprehensively. This aspect is regarded as a critical factor in the formation of the student's scientific worldview. Organizing activities based on pedagogical innovations is inherently individual and creative. Moreover, the integration of new pedagogical technologies in the educational process contributes positively to the development of professional competencies and the enhancement of scientific thinking.

The system of questions and tasks developed by the renowned American psychologist and educator Benjamin Bloom—known as the taxonomy of educational objectives based on levels of cognitive activity—has gained widespread recognition in contemporary education. This taxonomy categorizes or systematizes learning objectives by sequentially arranging them in increasing complexity, reflecting specific actions that indicate a particular level of student comprehension and the natural interconnection of substantive objects. Taxonomy, in essence, is the theory of classifying and systematizing complex structured domains of reality.

Benjamin Bloom identified six hierarchical levels of educational objectives, with each level aimed at developing a specific cognitive ability. Bloom's taxonomy aids in accurately defining learning objectives. Based on these objectives, the teacher designs tasks for students and selects appropriate assessment tools. Using this taxonomy, educators can organize the learning process in a way that allows students not only to acquire new knowledge but also to analyze and apply it in real-life situations. Bloom's framework progresses from simple to complex, with remembering and understanding at the lower levels of thinking, applying and evaluating at intermediate levels, and analyzing and creating at the highest levels. According to Bloom, one of the primary goals of an educator is to help students achieve the highest levels of cognitive thinking.

Levels of Bloom's Taxonomy:

1. Remembering:

The first level involves recalling and reproducing acquired information. At this stage, students learn key terms, specific facts, and rules and can repeat them. This level forms a general understanding of the topic. To define objectives, action verbs like identify, name, recall, organize, list, learn, find, show, write, and select are used.

2. Understanding:

The second level involves comprehension and awareness. The primary indicator of mastery at this stage is the ability to present material in one's own words. Students grasp rules and principles, explain facts and events, and interpret graphs and diagrams. Action verbs include identify, explain, describe, interpret, compare, summarize, extract, exemplify, and clarify.

3. Applying:

The goal of the third level is to apply acquired knowledge in specific situations. Students solve

practical problems using new rules, formulas, and laws. Action verbs include make decisions, distribute, demonstrate, explain, apply, calculate, study, experiment, find, and select.

4. Evaluating:

At the fourth level, students aim to understand the structure of material and divide it into its components. They can recognize the principles of constructing information and identify logical errors. Action verbs include analyze, highlight, construct, identify, explain, organize, hypothesize, build, contrast, differentiate, and conclude.

5. Analyzing:

By the fifth level, students can synthesize and integrate their knowledge. They use their learning to create new structures, such as a classification method or a plan for solving a problem. Action verbs include structure, develop, group, integrate, establish, plan, summarize, verify, propose, form, and analyze.

6. Creating:

At the highest level, students can independently or with guidance formulate their ideas and perspectives based on defined criteria. The main goal is to evaluate the logic of constructing material, verify the validity of conclusions, and justify their point of view. Action verbs include discover, construct, defend, present, discuss, verify, justify, confirm, and predict.

In our work, we examined the application of four levels of Bloom's taxonomy within the topic "Pre-Literacy Stage of Literacy Instruction" from the module "Methodology for Teaching Literacy and Speech Development in Specialized Schools for Children with Intellectual Disabilities."

To assess students' achievement of learning objectives related to Bloom's taxonomy at the knowledge level, it is essential to evaluate their ability to assimilate information and knowledge on a given topic. For this purpose, students need to demonstrate recall of terms, rules, concepts, facts, criteria, directions, and categories related to the topic. They should be able to repeat and describe events, define concepts, process information, articulate their opinions, and highlight the distinctive features of an object or event.

Levels of Bloom's Taxonomy in the Pre-Literacy Stage:

Remembering

-Information about the pre-literacy stage of literacy instruction is presented using various methods.

-Questions focus on mastering knowledge about the pre-literacy stage.

-Tasks involve recalling large texts, tables, and sections related to the pre-literacy stage of literacy instruction.

-Assignments require memorizing definitions and principles of the topic.

Understanding

-Tasks involve simple reasoning.

-Students organize and describe the process and methods used in the pre-literacy stage of literacy instruction.

-Assignments include analysis and synthesis, comparison and differentiation (contrasting and categorizing).

-Students identify interrelations between facts related to the topic, such as cause-effect, purpose, means, impact, utility, tools, and methods.

Applying

-Students implement methods used in the pre-literacy stage during classroom activities and create practical lesson plans.

-Tasks focus on explanation (clarifying, interpreting meaning, uncovering essence, providing justification).

-Assignments include induction (deriving general conclusions based on specific characteristics) and deduction (drawing specific conclusions from general premises).

 Evaluating

-Students engage in tasks involving argumentation and verification.

-Assignments assess students' ability to evaluate processes or outcomes.

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