



## PROFESSIONAL COMPETENCE OF FUTURE LOGIC THERAPISTS IMPROVEMENT

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**Abstract:** The article discusses new technologies, educational methods and innovations in educational institutions that are developing to improve professional competence. In the article, it is recommended to pay attention to the mastered lessons, statutes and educational plans to increase the level of professional competence of speech therapists. The article highlights the importance of collaboration with experienced speech therapists and teachers, the importance of continuous development and the development of useful guides for students in the educational process.

**Key word:** competence, development, education, communication, cognitive, professional ability, pedagogical process, knowledge, skills, competence, self-development.

Professional competence, in a word, is the ability of a person to express knowledge and ability in a certain professional field, to demonstrate himself in practice, to solve problems, to achieve important goals, to meet the standards and requirements of his field. Professional competence in the field of speech therapy refers to the speech therapist's ability to analyze, explain and support students' acquired language or communication problems, to improve students' language skills, and to demonstrate their success in practice.

The concept of competence is based on the fact that the teacher achieves the best results in the educational process, has a high professional potential, and also has communicative and positive qualities. According to F.A. Brockhouse, M.A. Efron, the Latin word "comretency" is a synonym of the word "section" and comes from the verb "to know", that is, to know, to be able to manage[1]. The English word "comretence" literally means "ability". The content is designed to emphasize "the effective application of theoretical knowledge in practice, the ability to demonstrate high-level professional skills, skills and competencies." When considering the competent approach, there are conflicting opinions about understanding the essence of the basic concepts of "competence" and "competence". It should be noted that there are no unanimous opinions in understanding this terminology. According to V. I. Baydenko, "competence... is the field of relations between knowledge and actions in human practice." According to Ye.N. Gerasimenko, methodical competence is a professional characteristic that is distinguished by the breadth of methodical direction, and it is one of the main qualities of a

deaf pedagogue. In the model of teacher's professional competence presented by Y. N. Gerasimenko as a set of competencies, methodical competence is related to special competences together with subject competence. According 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 operational aspects, and has a practical, pragmatic and humanitarian orientation." Y.V. In the qualifications requirement of a speech therapist, Koltakova singles out his unique professional, psychological and personal characteristics, as well as special competencies, and "diagnosis, prognostic, correctional pedagogical and includes counseling competencies" [2]. In the work of A.L.Zubkov, the concept of "methodical competence" is considered in a rather narrow way as the ability to identify and solve methodical tasks and problems that arise in the course of the teacher's pedagogical activity.

**Professional Competence of Prospective Speech Therapists:** Prospective speech therapists are individuals who are still in the process of studying or have no experience in the field of speech therapy, or who are interested in learning methods and experiences aimed at increasing and developing professional competence in addition to consumers. They need to establish themselves to acquire high-level knowledge and skills in the field of speech therapy, to support and help students, to have freedom and confidence in diagnosing and solving problems. They strive to prepare themselves. Future speech therapists, along with learning theoretical knowledge, strive to develop themselves in practice and expand their opportunities to help students.

### ***Improvement of professional competence of future speech therapists.***

Aims to improve professional competence of future speech therapists, increase their skills and knowledge in the field of speech therapy, develop themselves and learn and implement applied methods of helping students. This involves learning to provide opportunities for learning experiences and teaching methods while students learn practical professional skills, and to help students solve language or communication problems they may have includes.

Improves professional competence of future speech therapists, ensures that they have the skills and knowledge required to strengthen and develop in the field of speech therapy. It aims to improve the professional competence of young speech therapists, increase their knowledge and skills in the field of speech therapy, develop their practice, develop their abilities to help students, and create a healthy environment in which they cooperate with students. To achieve this goal, it is recommended to pay attention to the following information:

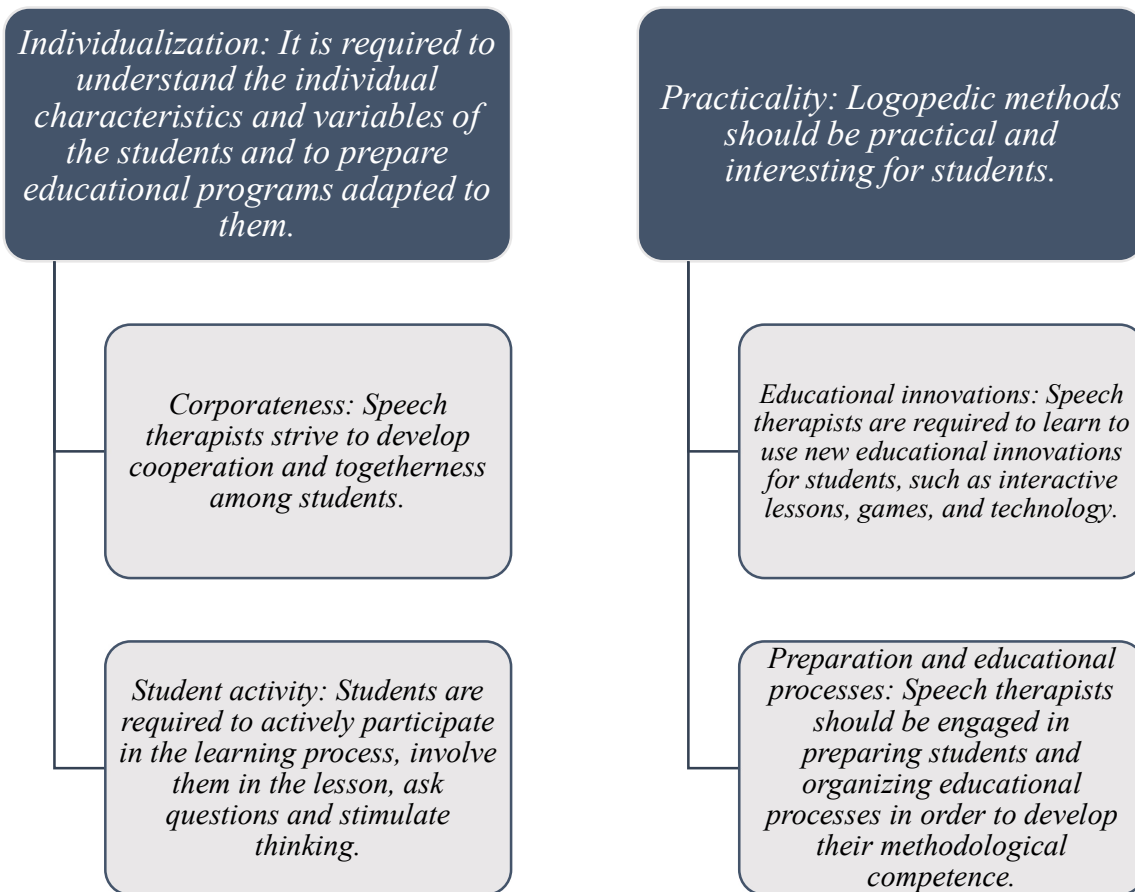
- **Connecting with students:** Future speech therapists need to strengthen themselves in building relationships with students, analyzing and helping students' internalized problems. This provides an opportunity to increase students' language skills, help them in the process of language learning, motivate them, and increase the effectiveness of medicine and working with students.
- **Student integration:** Future speech therapists must integrate students and understand the importance of collaboration within a group. They should play a role in developing students'

communication skills within the group, increasing their ability to help each other, and ensuring that students have skills that will be useful to them in the future.

- • Practice development: Prospective speech therapists seek to develop themselves in practice and learn in practice with students. They implement the learning process based on organizing practical exercises for students to learn the language, role playing to develop communication skills, and learning to interact with students. This allows students to learn practical skills, empower themselves and empower them to support students.
- • Availability of theoretical knowledge for consolidation and development: Future speech therapists strive to follow the latest scientific knowledge in the field of speech therapy and update themselves with the latest innovations in this field. This allows them to learn new methods and techniques, conduct research, learn to improve professional competence, and achieve the best opportunities for their students.
- • Self-development: Prospective speech therapists strive to improve their own level of professional competence. This is from educational resources to strengthen and develop themselves, to improve the professional competence of future speech therapists, to increase their knowledge and skills in the field of speech therapy, to develop their practice, to develop their abilities to help students and to communicate with students. aims to create a healthy environment in cooperation. To achieve this goal, professional competence can be improved in the following ways:
  - Connecting with students: Future speech therapists need to strengthen themselves in building relationships with students, analyzing and helping students' internalized problems. This provides an opportunity to increase students' language skills, help them in the process of language learning, motivate them, and increase the effectiveness of medicine and working with students.

The analysis of the pedagogical requirements for the development of methodological competence of speech therapists is a set of pedagogical

principles and requirements aimed at strengthening the effective teaching and learning of students. These requirements include the processes of working with students, organizing educational processes, preparing lesson materials and valuing students. The following pedagogical requirements may be fundamental for developing speech therapists:



These pedagogical requirements help to justify logopedic methods and experience, develop logopedic competences and strengthen students' learning. By implementing these requirements, speech therapists ensure the development of students' speech skills, acquisition and communication.

Based on the information studied below, we can make the following recommendations aimed at developing methodological competencies for future speech therapists:

1. Use of educational resources and technologies: In order to develop methodological competencies of speech therapists, they should effectively use educational resources, technologies, programs and applications. These resources will help speech therapists to reduce learning processes, increase motivation, and organize interesting and interactive lessons for students.
2. Questionnaires: It is useful for speech therapists to use various questionnaires to understand the needs and level of learning of students. Through these methods, it is possible to evaluate the initial conditions of students, their development, and the effectiveness of the methods used.

3. Reflective practice: Speech therapists should use reflective practice to review their teaching methods and programs and evaluate their impact on their students or parents. They can analyze their learning mistakes, successes and learnings and develop themselves based on the results.

4. Study of scientific research: Speech therapists are recommended to study and use the latest scientific research to develop their methodological competence. Research enables speech therapists to learn new concepts, methods, and applications, and supports them in testing new ways to effectively teach students.

5. References and exhibitions: It is recommended that speech therapists use mutual references, exhibitions and visits to ensure their professional development. This opportunity allows speech therapists to use their knowledge and experience to collaborate with other professionals, exchange ideas and learn new things.

6. Educational experience: Speech therapists should pay attention to working with students and learning in practice to develop their methodological competence. It helps to work with students, understand their needs, assess their learning and organize lessons adapted to students.

These recommendations can help speech therapists develop their professional competencies. Their implementation will help speech therapists to effectively teach students and strengthen their mastery.

In conclusion, modern speech therapists need to develop themselves in advanced activities and professional training courses in order to increase their scientific knowledge and experience. This includes leveraging the latest scientific research, innovations and cross-sector collaborations. Speech therapists strive to develop themselves in order to learn, evaluate and master new methods, techniques and technologies.

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