

THE CURRENT STATE OF PREPARING FUTURE OLIGOPHRENOPELAGOGUES FOR PROFESSIONAL ACTIVITY IN THE PROCESS OF INDEPENDENT LEARNING

Alijonova Dilorom Azamjonovna

Teacher, Fergana State University

alijanovadilorom679@gmail.com

ORCID ID: 0009-0006-3561-1006

Abstract. This article examines the current state of preparing future oligophrenopedagogues for professional activity in the process of independent learning. The study analyzes the role of independent learning in developing professional competencies, methodological readiness, and practical skills necessary for working with children with intellectual disabilities. Particular attention is paid to the effectiveness of independent learning tasks in enhancing students' ability to apply theoretical knowledge in real educational and correctional settings. The article also identifies existing challenges in organizing independent learning, including insufficient methodological support and limited integration with practical training. The findings emphasize the need to improve the structure and content of independent learning to ensure high-quality professional preparation of future oligophrenopedagogues.

Keywords: independent learning, oligophrenopedagogy, professional training, methodological readiness, special education, professional competencies.

Introduction

In recent years, the system of higher education has faced increasing demands for the training of highly qualified specialists capable of effective professional activity in rapidly changing educational environments. In the field of special education, the preparation of future oligophrenopedagogues requires not only strong theoretical knowledge but also well-developed methodological skills and practical competencies. This has highlighted the growing importance of independent learning as a key component of professional training in higher education institutions.

Independent learning plays a crucial role in fostering students' autonomy, critical thinking, and responsibility for their own educational progress. Through independent learning activities, future oligophrenopedagogues acquire the ability to analyze pedagogical situations, select appropriate teaching and correctional methods, and adapt educational strategies to the individual needs of children with intellectual disabilities. These skills are essential for ensuring effective professional performance in inclusive and special education settings.

Despite the recognized significance of independent learning, its organization and implementation in the training of future oligophrenopedagogues remain uneven. In many cases, independent learning tasks are insufficiently aligned with professional practice, and methodological support is limited. As a result, students may experience difficulties in transferring theoretical knowledge into practical application, which affects the overall quality of professional preparation.



Therefore, examining the current state of preparing future oligophrenopedagogues for professional activity in the process of independent learning is of particular relevance. This study aims to analyze existing practices, identify key challenges, and highlight directions for improving independent learning as an effective means of enhancing methodological readiness and professional competence in special education.

Literature review

The problem of preparing future specialists for professional activity through independent learning has been widely discussed in pedagogical and psychological research. Many scholars emphasize that independent learning is an essential component of higher education, as it promotes students' autonomy, self-regulation, and lifelong learning skills. In the context of professional training, independent learning is viewed as a means of bridging the gap between theoretical knowledge and practical application.

Research on teacher education highlights that independent learning contributes significantly to the development of professional competencies and methodological readiness. According to several studies, students who actively engage in independent learning demonstrate higher levels of critical thinking, problem-solving abilities, and reflective practice. These qualities are particularly important for future oligophrenopedagogues, whose professional activity requires flexible methodological approaches and individualization of educational processes for children with intellectual disabilities.

Studies in the field of special education indicate that the effectiveness of independent learning largely depends on its organization and methodological support. Scholars argue that independent learning tasks should be professionally oriented and closely connected with real pedagogical situations. When independent learning is aligned with practical training, it enables students to develop skills in planning, implementing, and evaluating correctional and educational activities. Conversely, insufficient guidance and poorly structured tasks may limit the potential benefits of independent learning.

International research on self-directed learning and competency-based education also confirms the importance of independent learning in professional preparation. These studies underline that independent learning fosters responsibility for learning outcomes and encourages continuous professional development. For future oligophrenopedagogues, this is especially relevant, as their work requires constant updating of knowledge and methods in response to diverse educational needs.

At the same time, the literature points to several challenges in the implementation of independent learning in higher education. These include a lack of clear methodological frameworks, limited integration of independent learning with practice-oriented courses, and insufficient assessment of learning outcomes. Researchers note that addressing these issues is necessary to enhance the quality of professional training and to ensure that independent learning effectively contributes to methodological readiness.

In summary, the analysis of existing literature demonstrates that independent learning is a powerful factor in preparing future oligophrenopedagogues for professional activity. However, its potential can only be fully realized through systematic organization, strong methodological support, and close integration with professional practice. These findings provide a theoretical foundation for further research aimed at improving independent learning in special education training programs.



Results

The analysis of current practices shows that independent learning plays a significant role in preparing future oligophrenopedagogues for professional activity. The results indicate that students who are actively involved in independent learning demonstrate a higher level of professional competence, methodological readiness, and the ability to apply theoretical knowledge in practice. Independent learning contributes to the development of analytical thinking, problem-solving skills, and reflective abilities, which are essential for working with children with intellectual disabilities.

The study also reveals that professionally oriented independent learning tasks enhance students' motivation and responsibility for learning outcomes. When independent learning is systematically organized and supported by clear methodological guidance, it positively influences the formation of practical skills related to planning, implementing, and evaluating educational and correctional activities. However, the results highlight existing shortcomings, such as insufficient integration of independent learning with practical training and limited methodological resources, which reduce its overall effectiveness.

Conclusion

In conclusion, independent learning is an effective and necessary component of professional training for future oligophrenopedagogues. It provides opportunities for developing methodological competence, professional independence, and readiness for real pedagogical practice. Through independent learning, students acquire essential skills for adapting educational methods to the individual needs of children with intellectual disabilities and for continuous professional development.

At the same time, the effectiveness of independent learning depends on its proper organization, professional orientation, and methodological support. Therefore, higher education institutions should focus on improving the structure and content of independent learning, strengthening its connection with practice-based courses, and enhancing assessment mechanisms. These measures will contribute to improving the quality of professional preparation and ensuring the successful professional activity of future oligophrenopedagogues.

References:

1. Knowles, M. (1975). *Self-Directed Learning: A Guide for Learners and Teachers*. New York: Cambridge Books.
2. Candy, P. C. (1991). *Self-Direction for Lifelong Learning*. San Francisco: Jossey-Bass.
3. Gibbs, G. (2013). *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Oxford Centre for Staff Development.
4. Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge.
5. Florian, L. (2014). *The SAGE Handbook of Special Education*. London: SAGE Publications.