

## FORMING THE INCLUSIVE COMPETENCE OF FUTURE TEACHERS OF THE DEAF

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**Abstract:** *This article describes the content of development trends of inclusive education. The introduction of inclusive education, the policy and experience of international education for children with disabilities are analyzed.*

**Key words:** *inclusive education, development, trends, implementation, children with disabilities, international education field, policy experience.*

The analysis of the integral structure of the professional competence of the deaf pedagogue proves that the inclusive competence of the future deaf pedagogues means the level of special professional competencies. Inclusive competence of future deaf pedagogues, taking into account the various educational needs of students and ensuring the inclusion of a child with a hearing impairment in the environment of a general education institution, inclusive competence of deaf pedagogues as creating conditions for his development and self-development it is understood as integral personal education that determines the ability to perform professional functions in the educational process. Based on the difference in the content of the activity and the methods of its implementation, we define the main material and main functional competencies in the structure of inclusive competence. In the framework of our research, we understand the main competencies of the future pedagogue of the deaf as personally conscious systems of knowledge, skills and abilities that have a personal meaning and are used in various pedagogical activities to solve various professional tasks. They can be interpreted as the ability to effectively perform certain professional actions[2].

All other components of competences (knowledge, skills, experience) can be considered as a component forming a system that predetermines and integrates. We will consider them as components of inclusive competence. Basic content competences, which are part of inclusive competence, can be interpreted as the ability to understand the content of professional activity in an inclusive educational environment. It includes motivational, cognitive and reflexive competencies. Basic operational competencies describe the functional field of inclusive competence and are defined as the ability to perform specific diagnostic, prognostic, constructive, organizational, communicative, technological, correctional, research professional tasks in the educational process [3].

Analyzing the relationship between the main material and main operational competencies, we came to the conclusion that the main material competencies are the basis for each main operational competence. Structural and functional analysis allows to purposefully reveal the specific characteristics of certain professional competencies. The

motivational component of the inclusive competence of the future pedagogue of the deaf includes motivational basic competence. Motivational competence includes the orientation of the pedagogue's personality, motives, needs, value system, determines professional competence and acts as a factor of its successful formation. The level of formation of motivational competence affects the development of other components of professional competence.

Motivational competence, which is a part of inclusive competence, is the ability to motivate oneself to perform certain professional actions based on a set of values, needs, and motives that correspond to the goals and tasks of inclusive education. It includes humanistic value orientations, positive attention to the implementation of pedagogical activities in the conditions of inclusion of children with hearing impairment in the environment of normally developing peers, a set of motives aimed at the implementation of inclusive education[4]. The most important for this competence is the deaf pedagogue is the direction of the person. This is, firstly, the general humanistic orientation of the person, and secondly, positive attention to the implementation of professional activities in the conditions of inclusive education of children with different educational needs, inclusive education for the successful socialization of children with hearing impairment. Understanding the importance of religion, deep understanding of it, means humanistic potential[6].

In order to effectively implement pedagogical activity in the conditions of inclusive education, it should be based on the motives of different groups. Preferential concentration on one of the types of motivation (only on the social significance of this activity or self-affirmation) is unacceptable, because in this case there will be no full return from the pedagogue and no confidence of the children.

The group of social motives includes the following: one of the most important directions of democratization and humanization of the education system is to involve children with hearing impairment in inclusive education; help their successful socialization; the possibility of influencing the change of public opinion regarding the joint education of children with different educational needs; to make a significant contribution to improving the quality of local education.

The group of cognitive motives includes: the possibility of professional, intellectual, cultural growth due to the acquisition of new knowledge, skills, abilities. They will be related to the characteristics of different categories of hearing impaired children, methods and technologies of working with different categories of children, innovative technologies for implementing the pedagogical process in the conditions of joint education of children with different educational needs.

A small group of pedagogical motives: the opportunity to contribute to the humanization of children's education and upbringing; the need to communicate with children and their parents; it is an opportunity to respect the individuality of each child and create conditions to ensure its effective development.

Motives for personal development and self-affirmation are related to the personality and activities of the deaf pedagogue: the need for self-control in any situation; the opportunity to show a creative approach to his work; includes such things as overcoming the difficulties that arise during the pedagogical process and the need for personal self-improvement. The motives of this group have a negative meaning, even if they assert themselves at the expense of the personality of the student with a hearing impairment. can have.

Due to legislative and organizational issues, the motivations for their well-being are currently not very developed, but they include, for example, opportunities for wide social contacts. ensures the integrity of ideas about, activates the cognitive activity of a person, helps to develop and enrich the components of cognitive experience, to perceive information at the right time to solve certain theoretical and practical problems, to process it in the mind, It is characterized as the ability to store and reproduce in memory. Cognitive competence, which is a part of inclusive competence, is the ability to think pedagogically based on the system of knowledge and cognitive activity experience necessary for the implementation of inclusive education[4].

This core competency is innovative integration processes in the field of special education; the basics of personality development; pedagogical and psychological foundations of education and upbringing; anatomical and physiological, age, psychological and individual characteristics of students are normal; anatomical and physiological, age, psychological, individual characteristics of students with various developmental disorders; the basics of pedagogical management of students' self-development process, encouraging positive self-awareness in all possible spheres of activity; It is based on scientific, professional and pedagogical knowledge, such as the main laws of interaction between a person with a developmental disability and society:

Knowledge in the context of a competent approach is defined not only as information, but also as an idea of the world presented in the form of understanding, broken by a person's own experience. Unlike traditional ones, they are characterized by greater flexibility, they are the basis for further updating, obtaining new information that is relevant at the moment, processing it and applying it in practical activities. According to the developers of the competence approach, it is not necessary to have knowledge, but to have certain personal characteristics and to be able to find and select the necessary knowledge at any time in the huge data warehouses created by mankind[8].

The reflexive component of the inclusive competence of the future deaf pedagogue includes the reflexive basic competence. The reflexive competence is manifested in the ability of the pedagogue to understand the basics of his activity, during which his abilities and personal achievements are evaluated and re-evaluated; involves conscious control of the results of their professional actions, analysis of real pedagogical situations. Reflexive competence allows the educator to develop self-awareness, self-management,

self-management and personality. Reflexive competence, which is part of the system of inclusive competence, is an integral part of inclusive education. is the ability to reflect in educational and quasi-professional activities in the preparatory process, as well as in professional activities in inclusive education. It includes the analysis of the experience of implementing the ideas of inclusive education, their educational, quasi-professional, professional activities and the experience of their colleagues; choosing the optimal solution in various pedagogical situations of inclusive education; the ability to adequately assess the results of their academic, quasi-professional, professional activities, notice their mistakes and strive for their correction; The need for professional and personal growth and increasing the level of their inclusive competencies include:

The operational component of the inclusive competence of the future pedagogue of the deaf includes operational core competencies - the ability to perform specific professional tasks in the pedagogical process. These tasks represent the mastered methods and experience of pedagogical activities necessary for the successful implementation of inclusive education, solving pedagogical situations, methods of independent and immediate solving of pedagogical tasks, research and research activities.

Each operational competence includes a full cycle of the main necessary competences. The analysis of the content of the main meaningful and operational competences included in the inclusive competence system allows to present the results of the educational process aimed at its formation in more detail and, as a result, to design and implement it more effectively.

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