

COMPETENCES OF TEACHERS TO IMPLEMENT INCLUSIVE EDUCATION

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Rezyume. *Maqolada umumta'lim maktablari o'qituvchilarining vakolatlari, ularning kasbiy mahorati, shuningdek, inklyuziv ta'lim tizimida alohida ta'lim ehtiyojlari bo'lgan bolalarni asrab olishga psixologik tayyorgarligi ko'rsatilgan.*

Tayanch soʻzlar: *kompetentsiya, kamsitish, inklyuziv ta'lim, moslashish, jamiyat, amalga oshirish, integratsiya.*

Резюме. *В статье, раскрыта компетентность преподавателей общеобразовательных школ, их профессиональных навыков, а так же психологической подготовки к принятию детей с особыми образовательными потребностями в систему инклюзивного образования.*

Ключевые слова: *интенсив, информация, интернет, коммуникационный, информационная безопасность, технологии компьютера, агрессия.*

Abstract. *The article reveals the competence of teachers of secondary schools, their professional skills, as well as psychological preparation for the adoption of children with special educational needs in the system of inclusive education.*

Key words: *Competence, discrimination, inclusive education, adaptation, society, implementation, integration.*

Inclusive education is joint education and upbringing, including the organization of joint training sessions, leisure, various types of additional education for people with disabilities and people who do not have such limitations. Inclusive education is not identified with education in classes (groups) of compensatory education and special (correctional) classes (groups) created in educational institutions of a general type.¹⁰⁵

The role of inclusive education is increasing and at present the goal of educational organizations is to create a "barrier-free" educational environment, modernize an orderly system of actions, the implementation of which leads to the guaranteed achievement of pedagogical goals. Amendments were made to the constitution of the Republic of Uzbekistan precisely with the aim of optimization, as well as improving the system of inclusive education, according to the law of the Republic of Uzbekistan on education, adopted by the legislative chamber on May 19, 2020, approved by the Senate on August 7, 2020. Article 20 of this law states about Inclusive Education: «Inclusive education is aimed at ensuring equal access to education in educational institutions for all students, taking into

1. Аврамидис, Э. и Б. Норвич. 2002. «Отношение учителей к инклюзии: обзор литературы». Европейский журнал образования для лиц с особыми потребностями 17 (2): 129 - 147. DOI : 10.1080 / 08856250210129056 .

account the diversity of special educational needs and individual opportunities. Inclusive education is organized for children (persons) with physical, mental, sensory (sensory) or mental disorders in educational organizations. The procedure for organizing inclusive education is determined by the Cabinet of Ministers of the Republic of Uzbekistan.» These changes in the legislative system regarding the education of people with disabilities require the comprehensive readiness of all components of the educational process for people with disabilities.

Inclusive education provides for a system of education and upbringing that takes into account the individual characteristics of a child with special educational opportunities. It is necessary to provide special conditions for the successful development of the general education program for students with disabilities, including the individualization of approaches to learning, forms of assignments, the choice of optimal methods and terms for presenting results, the use of modern educational technologies. Educational technology is understood as an ordered system of actions, the implementation of which leads to the guaranteed achievement of pedagogical goals.

The dictionary of N.A. Odinokova says that a barrier-free environment is a set of conditions aimed at ensuring accessibility and creating equal opportunities for people with special needs of psychophysical development in all spheres of society. “A barrier-free educational environment is an accessible environment for children with disabilities, which provides access to educational resources and the joint process of their learning in regular schools,” says N.N. Bukovtsova. Thus, it is important to establish what may be the specific cause of barriers to learning for a particular student with special health needs. The success of the implementation of the ideas of inclusive pedagogy in the practice of school education presupposes the conceptual certainty of the technology of the teacher's teaching activity. The concept should indicate the main guidelines and values in accordance with which the learning process is built. The concept consolidates the general principles of education that determine the nature of the interaction between the teacher and the student, the methods, means and techniques for its implementation, which would be able to organically link special education with the education of children with normal development. L.V. Vygotsky wrote that for all its merits, our special school is distinguished by the main drawback that it closes its pupil - blind, deaf or intellectually impaired - into a narrow circle of the school team, creates a closed world in which everything is adapted to the child's defect, everything fixes his attention to his shortcoming and does not introduce it into real life.

A special school, instead of taking the child out of the isolated world, usually develops in him skills that lead to even more isolation and increase his separatism. Therefore, L.S. Vygotsky believed that the task of educating a child with a developmental disorder is his integration into life and the creation of compensation for his disability in another way. Moreover, he understood compensation not in the biological, but in the social aspect, since he believed that the educator, when working with a child with developmental defects, has to deal not with biological facts, but with their social consequences. The broadest orientation

towards normal children should serve as the starting point for the revision of special education.¹⁰⁶

Clarifying the conceptual apparatus of inclusive education, it is necessary to understand that it is based on philosophy, conceptual foundations, patterns and principles of general pedagogy. In addition to general laws and well-known didactic principles, inclusive education is subject to specific principles:

1. The value of a person depends not only on his abilities and achievements. Every person is unique!
2. Every person is capable of feeling and thinking!
3. Everyone has the right to communicate and to be heard.
4. Genuine education can only take place in the context of real relationships: all people need each other, all people need the support and friendship of peers and mentors.
5. For all learners, progress may be more about what they can do than what they cannot do.
6. Diversity enhances all aspects of human life.¹⁰⁷

Each of us, being teachers, must reckon with these principles, however, one of the main components of this process is teachers of secondary schools. It is the teachers of mass schools that are the foundation in the development of each child as a child with special learning needs, as well as an ordinary student¹⁰⁸. It was among the teachers of mass schools that a survey was conducted to assess the competence of teachers, their professional skills, as well as psychological preparation for the adoption of children with special educational needs in the system of inclusive education.

What results can we draw from this survey?

Assessment of axiological readiness:

- About a quarter of teachers are at the stage of explicit or latent resistance to inclusion;
- About a third of teachers understand the role of inclusive education in shaping the younger generation, half recognize its priority in the development of the education system in Uzbekistan
- More than half of the teachers agree to teach children with disabilities in a regular school, they understand that these children need their help and are ready to make every effort for their successful education, but on the basis of sufficient professional retraining;
- Most teachers have a sufficient level of psychological protection from stressful situations that arise when teaching children with disabilities; • Personal orientation due to the satisfaction of social needs aimed at caring for other people.

¹⁰⁶ Выготский Л.С. Вопросы детской психологии 2016год. Юрайт.

¹⁰⁷ Е. Г.Коликова, Н. Ю.Хафизова Применение технологий инклюзивного образования для создания безбарьерного обучения детей с ОВЗ. Челябинск ЧИППКРО 2017г.

¹⁰⁸ Яковлева И. М. Формирование профессиональной компетентности учителя олигофренопедагога: монография. — М.: Спутник +, 2009. 220 с.

Based on the results of the survey, the following conclusions can be drawn:

- The idea of inclusive education will really take its place in the educational process only if it becomes an integral part of the teacher's professional thinking.
- Special efforts are required to change the attitude towards inclusive education as a special form of organization of the educational process.
- Many teachers are at the stage of overt or latent resistance. Most of them have moved to passive, and only a small part to active acceptance of inclusion.
- Teachers and administrations of educational institutions who have accepted the idea of inclusion are in dire need of assistance in working out the mechanism of interaction between all participants in the educational process, where the central figure is the child.

The presented data allow us to outline the first steps towards the implementation of inclusion in the region. It is appropriate:

- To identify in each district of the region the basic educational institutions that implement an inclusive approach;
- To create a data bank on the existing experience in the implementation of inclusive education;
- To assign the status of resource centers to certain correctional institutions in order to organize methodological support for teachers working in the mode of inclusive education;
- To define a clear strategy for training teachers in general education institutions, including through internships, with the involvement of teachers from correctional institutions and general education institutions that implement an inclusive approach;
- To provide information support for the introduction of models of inclusive education with the help of the media in order to form a tolerant attitude in society towards children with disabilities.

Thus, the competence of teachers, their professional skills, psychological readiness will allow further development and improvement of not only the system of inclusive education, but will also improve the entire education system. Along with this, the improvement of the system of inclusive education will contribute to the moral and humane development of the younger generation.