

## Development of Pedagogical Competences of Teachers in Inclusive Educational Environment and Mechanisms of Using Effective Methods

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### Abstract

The article analyzes the competencies of inclusive education, problems and areas of activity of teaching staff in inclusive education. The goals and objectives of this form of education were also highlighted, as well as the ongoing reforms in the framework of inclusive education.

**Keywords.** Component, competence, inclusive education, activity of teaching staff, approach, law.

### Introduction

Inclusive education is a complex process of ensuring equal access to quality education for children with special educational needs, taking into account the individual characteristics of the educational and cognitive activities of such children, and individual-oriented education. Based on the application of teaching methods, it is organized to teach them in general education institutions. Determining the optimal ways and means of introducing inclusive education is carried out on the basis of relevant regulatory and legal, educational and methodological, personnel, material and technical and information support.

Modern pedagogical practice has faced a serious problem of including all children, including children with special educational needs, in the process of education and upbringing. Inclusive education provides every child, regardless of social status, race, physical and mental abilities, the opportunity to meet his or her developmental needs and equal rights to an education appropriate to his or her developmental level. Educational practice shows that the development of inclusive education is a complex, multifaceted process that affects legal, scientific, methodological and administrative resources.

Inclusive education is a pedagogically effective strategy for the joint education of typical and atypical children and, if necessary, a series of measures aimed at increasing the quantitative and qualitative level of participation of an atypical child in the academic and social components of the educational process. comes with modifications and adaptations.

At the current stage of development of pedagogical theory and practice, trends related to the need to include disabled children in the society make the problem of forming the inclusive competence of preschool teachers more urgent.

Inclusive competence of teachers - this determines the ability of future teachers to perform professional functions in the process of inclusive education, taking into account the various educational needs of students, and ensures the inclusion of a disabled child in the environment of a general educational institution, and his development and integral personal education that



creates conditions for self-development. Pedagogical conditions that help to successfully form the inclusive competence of primary school teachers in the process of professional training are as follows:

- the use of contextual education technology that allows to form a holistic structure of the professional activity of teachers of preschool education organizations in the conditions of inclusive education by optimally combining reproductive and active teaching methods and restoring the social context of future activities;
- formation of positive motivation for the implementation of inclusive education, development of different categories of disabled children, specific features of teaching and upbringing and specific features of the professional activities of inclusive education elementary school teacher using the potential of pedagogical sciences to gain knowledge about;
- ensuring the continuity of the implementation stages of the program for the formation of the inclusive competence of teachers of the preschool educational organization, the development and application of the basic competencies formed in practical activities.

Recently, the urgency of the problem of including children with "special pedagogical needs" in the educational process of educational institutions has increased significantly. Formation of inclusive competence of teachers of pre-school education organization remains one of the main problems of the special education system today.

One of the main conditions of inclusive education is the professional skills of teachers who provide education, upbringing and development of disabled children. Special attention should be paid to the training of teachers to interact with students with disabilities in the context of inclusive education. The specific features of organizing education and correctional work with children with developmental disabilities require special training of the teaching staff of a general educational institution that provides integrated education.

Pedagogical staff of the educational institution should know the basics of correctional pedagogy and special psychology, have a clear idea about the specific features of the psychophysical development of disabled children, the methods and technologies of organizing the educational and rehabilitation process of such children. People who do not have special defectological knowledge cannot successfully work with children with developmental disabilities.

1. The characteristic of the inclusive competence of the teacher in the inclusive group in Western countries is mainly derived from technological reflection, which means having specific practical methods of including an atypical child in the general educational environment. An indicator of the teacher's professional skills is his ability to flexibly respond to the special educational needs of atypical children, as well as, if necessary, to find alternative forms of communication with an atypical child. At the same time, these researchers distinguish the following components in the inclusive competence of a teacher: general pedagogical, special, emotional-interactive and organizational-management. From the point of view of practical subject-manipulative abilities and skills of the teacher of the inclusive group, we distinguish a set of elements of pedagogical inclusive competence:

2. 1. Creating an inclusive learning environment that includes the active participation of each child in the academic process and various social activities, regardless of individual characteristics. At the same time, the teacher's competence is manifested in the organizational



ability to create a friendly atmosphere of the inclusive classroom, where all children have the opportunity to meet their educational needs and not fall into a state of social deprivation. The main personal characteristics of a teacher necessary for the successful implementation of inclusive education are expressive-emphatic openness and readiness to competently solve the difficulties that arise.

3. If necessary, provide additional time reserves for each atypical student to complete various academic tasks or some social tasks. In such a situation, the main indicator of the teacher's competence characteristics is a strict attitude towards compliance with the standards set for all students and a conscious distance from stereotypical ideas.

4. Use of comprehensive systems of evaluation of the results achieved by the atypical student. The characteristics of the teacher's professional skills are his readiness to emphasize certain priorities for each specific child, according to which the further educational process should be built.

5. Creating targeted opportunities for each atypical child to get to know normal classmates. Competence in the field of inclusive education is to carefully construct situations where all children can temporarily accelerate their role functions and temporarily try out a new social role.

6. Providing social and pedagogical support to an atypical child. This element of the professional competence of the teacher of the inclusive class is aimed at the gradual development of reliable interaction with the atypical child. At the same time, an important condition for providing socio-pedagogical support to special children is the combination of the teacher's unique professional and individual-personal characteristics.

Inclusive competence of teachers of general secondary education institutions means the level of special professional competences. It determines the ability of teachers to perform professional functions in the process of inclusive education, taking into account the different educational needs of students and including the disabled child in the environment of the educational organization and creating conditions for his development and self-development. provides integrated personal education.

Inclusive competence can be divided into several interrelated components.

The motivational component is characterized by deep personal interest, positive attention to the implementation of pedagogical activities in the conditions of inclusion of disabled children into the environment of normally developing peers, and a set of motives. Motivational 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. The cognitive component is the ability to think pedagogically on the basis of the system of knowledge and experience of knowledge activities necessary for the implementation of inclusive education, to perceive information important for solving theoretical and practical problems of inclusive education, to process it in the mind, to remember defined as the ability to store and repeat in time. This basic competence is based on scientific professional and pedagogical knowledge of innovative integration processes in the field of special education; basics of personality development; pedagogical and psychological foundations of education and training; anatomical, physiological, age, psychological and individual characteristics of normal students and students with various developmental disabilities; the basics of pedagogical



management of students' self-development process; the main laws of interaction between society and a person with developmental disabilities.

The reflective component of the teacher's inclusive competence includes the reflective competence manifested in the ability to reflect the activities in the conditions of preparation and implementation of inclusive education..

The operational component of the teacher's inclusive competence is defined as the ability to perform specific professional tasks in the pedagogical process and is necessary for the successful implementation of inclusive education, solving pedagogical situations that arise, methods of independent and mobile solving of pedagogical problems, and conducting research activities. It includes operational competencies that represent the mastered methods and experience of pedagogical activity.

In the speech of President Shavkat Mirziyoyev at the 46th session of the UN Human Rights Council, special attention was paid to strategic directions, including the ratification of the Convention on the Rights of Persons with Disabilities. Considering that there are nearly 1 billion people with disabilities worldwide, this is an extremely important initiative.

Inclusive education is much broader than formal education. This education mainly works with children with learning disabilities. What qualities should an inclusive school teacher and educator in an inclusive kindergarten have? Professional skills of the teacher are the main factor in inclusive education. First of all, the teacher must have an inclusive mindset and take responsibility for the quality of education. The main criteria for the quality of work of teachers in inclusive education is that the teacher protects and respects the rights of all children, despite the fact that they belong to different categories of students.

Another quality is cooperation. Because cooperation and exchange of ideas is important for teachers. In order for the teacher to systematically evaluate his/her own activities, to improve his/her regular skills, to work effectively with disciplined and inter-institutional groups of children with special educational needs, it is necessary to have qualities such as the use of leadership and management skills, joint problem solving, and the establishment of comprehensive school cooperation.

It is known that in inclusive education, children with special educational needs are grouped together with all children according to different abilities for a specific purpose. If special education is carried out according to mental and physical appearance, inclusive education is determined according to the child's abilities and capabilities. While special education is taught through special and alternative education programs, inclusive education is taught based on a child-centered and customized, guided, inclusive curriculum. An important aspect of inclusive education is that children and teachers learn from each other and solve problems together.

This education should not be one-sided. Family involvement is important in building self-confidence, developing skills and abilities, and encouraging learning from a young age in a child with disabilities. It is also important to work with parents in the process of inclusive education. It is worth noting that it is necessary to explain to parents with special needs that their children have the right to be a part of society, to convey this belief to their minds. Special attention is paid to this issue in the educational system of our country.

Goals and tasks of inclusive education: The following goals and tasks are required to be solved in the inclusive education system:



- to create the necessary psycho-pedagogical and correctional conditions for the education of children and adolescents with disabilities in an educational institution, to implement general education programs and correctional work aimed at their ability;
- guaranteeing students' right to equality in education;
- meeting the needs of disabled and healthy children with the active participation of society and family, early adaptation to social life;
  - realizing the right of children and adolescents with disabilities to live without separating them from their families;
- to form a friendly and loving attitude towards children and teenagers with limited opportunities in the society.

According to L.S. Vygotsky, the task of educating a disabled child is to compensate for the child's defects and ensure his integration. let it develop side by side. That is, L.S. Vygotsky recognized the establishment of an educational system that combines general and special education, teaching children with special needs in the general education system.

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