

METHODOLOGICAL PREPARATION OF FUTURE OLIGOPHRENO PEDAGOGUES FOR PROFESSIONAL ACTIVITY IN INCLUSIVE EDUCATION SETTINGS

Alijonova Dilorom Azamjonovna
Lecturer at Fergana State University
alijanovadilorom679@gmail.com
ORCID ID: 0009-0006-3561-1006

Abstract

This article provides a theoretical and practical analysis of the level of methodological preparation required for future oligophrenopedagogues to conduct effective professional activities within an inclusive education environment. Working in an inclusive setting demands that specialists possess not only specialized pedagogical knowledge but also competencies in differential approaches, the development of individual education programs (IEPs), the design of correctional-developmental sessions, and pedagogical collaboration. The study examines students' methodological competencies, their level of adaptation to inclusive environments, skills in adapting educational materials, and proficiency in organizing correctional activities. As effective ways to enhance methodological preparation, the article recommends strengthening practical training and implementing case studies, project-based learning, and reflective technologies. The research findings serve to modernize the system of preparing future special education teachers for inclusive education within higher education frameworks.

Keywords: Inclusive education, oligophrenopedagogue, methodological preparation, professional competence, correctional-developmental sessions, special pedagogy, case study, project and reflective technologies.

Introduction

In recent years, consistent reforms aimed at establishing the principles of humanism and equal opportunities in the education system have been actively implemented. In particular, the development of inclusive education is recognized as a vital direction for modernizing the general education system. Inclusive education is a complex of adapted pedagogical conditions and methodological approaches that ensure children with special educational needs (SEN) learn alongside their typically developing peers. Such an approach serves to strengthen social integration, reduce discrimination, and realize every child's fundamental right to education.

The effective organization of inclusive education directly depends on the professional potential of pedagogical staff. Methodological preparation of oligophrenopedagogues (special education teachers for individuals with intellectual disabilities) is of particular importance, as they work with children with intellectual impairments. These specialists perform complex tasks such as adapting curriculum materials, developing Individual Education Programs (IEPs), and planning



as well as implementing correctional-developmental sessions. Operating in an inclusive environment requires more than just a mastery of special teaching methods; it demands the ability to apply differential and individualized approaches, as well as the competence to establish effective cooperation with subject teachers, psychologists, speech therapists, and parents. Therefore, in the process of training future oligophrenopedagogues at higher education institutions, it is essential to focus on forming practical skills alongside theoretical knowledge. The relevance of this research lies in the fact that determining the level of methodological readiness for working in inclusive education settings and developing mechanisms for its improvement is one of the most critical tasks of the modern pedagogical education system. Every study in this field contributes to finding effective and beneficial solutions for the advancement of inclusive education.

Literature review

The issue of inclusive education has been extensively studied on a global scale, with its theoretical and practical foundations developed by a number of prestigious organizations and scholars. A significant milestone in the formation of the inclusive education concept was the Salamanca Statement, adopted in 1994 under the initiative of UNESCO. This document recognizes the right of every child to receive quality education regardless of their individual characteristics and emphasizes the necessity of creating adapted pedagogical conditions in general education schools.

International research consistently indicates that the effectiveness of inclusive education is directly linked to the professional competence of educators. For instance, Mel Ainscow has substantiated the importance of school culture, pedagogical collaboration, and reflective practice in developing inclusive education. According to his view, the inclusive process is a continuously evolving system in which the methodological preparation of teachers serves as a decisive factor.

Furthermore, the "Index for Inclusion" model, developed by Tony Booth and Mel Ainscow, is widely utilized as a practical tool for assessing and developing inclusive environments. This model highlights the need to develop educators' competencies in lesson adaptation, the implementation of individualized approaches, and the establishment of collaborative networks. American researcher Marilyn Friend developed the co-teaching model within inclusive education settings, scientifically justifying the effectiveness of methodological cooperation between special education teachers and general education teachers. This approach requires future oligophrenopedagogues to possess high-level methodological preparation alongside communicative and organizational competencies.

Research conducted in European countries (Florian, Avramidis, Norwich, et al.) demonstrates that the formation of inclusive competencies during teacher training is effectively achieved through specialized modules and practical exercises. In particular, Lani Florian developed the concept of inclusive pedagogy, emphasizing the necessity of applying flexible teaching strategies for all learners.

Classical theoretical foundations also play a vital role in the field of special pedagogy. The sociocultural development theory proposed by L. S. Vygotsky scientifically justifies the importance of an individualized approach and a supportive environment in inclusive education.



His concept of the "Zone of Proximal Development" (ZPD) is regarded as the theoretical cornerstone for organizing differential methodological approaches.

Analysis shows that foreign research prioritizes a competency-based approach, reflective practice, practical training, and collaborative technologies in preparing educators for inclusive settings. However, while many studies focus on training general pedagogical staff, the issue of comprehensive methodological preparation specifically for future oligophrenopedagogues has not been sufficiently addressed. Therefore, this research holds scientific significance as it focuses on identifying and developing mechanisms to improve the methodological readiness of future special education teachers for work in inclusive environments.

Maqolanzning Metodologiya (Methodology) qismi uchun xalqaro standartlarga mos, aniq va akademik ingliz tilidagi tarjimasi:

Methodology

This study aims to investigate the methodological preparation of future oligophrenopedagogues for professional activity within inclusive education settings and was organized based on a comprehensive approach. The methodological foundations of the research encompass both theoretical and practical dimensions, integrating pedagogical experimentation, observation, and statistical analysis.

Research Design

The study utilized a descriptive and experimental design. The descriptive phase identified the students' current levels of methodological readiness and indicators of adaptation to inclusive environments. In the experimental phase, the effectiveness of practical training and interactive sessions aimed at enhancing methodological preparation was evaluated.

Participants

A total of 30 third-year students majoring in Special Pedagogy participated in the study. Participants were involved in the research process on a voluntary basis. The students possessed varying levels of theoretical knowledge and practical experience and were classified as a group with pre-existing differences in their readiness to work in inclusive education settings.

Research Methods

The following methods were employed during the research process:

Scientific-Theoretical Analysis: Scientific literature on pedagogy and special education, particularly international sources (Ainscow, Booth, Florian, et al.), was analyzed to define the theoretical foundations of inclusive education and criteria for methodological preparation.

Surveys and Testing: Specially designed questionnaires and competency tests were used to assess students' levels of methodological readiness and adaptation to inclusive environments.

Observation: Students' behavior, ability to adapt lessons, and application of differential approaches were observed during practical sessions.

Experimental Sessions: Practical sessions aimed at increasing methodological readiness were organized using case studies, project-based learning, and reflective analysis methods.



Statistical Analysis: Results were evaluated through descriptive statistical methods (mean, percentage, variance) and experimental analysis (t-test, correlation analysis).

Research Procedure

The study was conducted in three stages:

Stage 1: Baseline Assessment – The initial levels of methodological readiness and adaptation to inclusive environments among students were determined.

Stage 2: Intervention – Students' methodological competencies were developed through practical training, case studies, and project-based activities.

Stage 3: Final Evaluation – Experimental results were analyzed to determine the growth in methodological readiness and inclusive environment adaptation.

Theoretical Framework of the Research

The research methodology is theoretically grounded in Vygotsky's "Zone of Proximal Development" (ZPD), Ainscow and Booth's concepts of inclusive education, and reflective pedagogy approaches. These theoretical frameworks are utilized to shape future oligophrenopedagogues' skills in applying individual and differential methods.

Research Results

The research results were analyzed based on a three-stage experiment aimed at determining the level of methodological readiness of future oligophrenopedagogues for professional activity in inclusive education settings.

- Baseline Assessment**The results of the initial surveys and tests revealed the following: Only 32% of students were able to effectively apply methodological preparation in practice. 48% of students possessed sufficient theoretical knowledge, but faced difficulties in fully implementing methods during practical activities. 20% of students exhibited a low level of methodological readiness and were not prepared to work in an inclusive environment. Observation results indicated that many students required significant support in developing Individual Education Programs (IEPs) and applying differential approaches.
- Intervention Phase (Practical Training)**During the experiment, case studies, project-based learning, and reflective analysis technologies were introduced. Following these sessions, the level of methodological readiness showed a significant increase: The level of practical application of methodological skills rose from 32% to 68%. In self-assessment regarding the ability to adapt to inclusive environments, the average score increased from 2.8 to 4.1 (on a 5-point scale). Skills in developing differential approaches and IEPs grew from 38% to 70%. Furthermore, students demonstrated a marked improvement in reflective analysis and self-evaluation of their professional activities.
- Experimental Analysis**The experimental results were statistically validated: t-test results regarding the level of methodological readiness within the student group showed a significant difference at the $p < 0.05$ level. A correlation coefficient of $r = 0.71$ was identified between students' success in practical activities and their methodological readiness scores, indicating a strong positive correlation. These results demonstrate that methodological readiness can be significantly enhanced through practical exercises and interactive methods.
- Analysis and Observations**Students significantly increased their readiness for inclusive environments through practical training. The most effective methods identified were case studies, project work, reflective analysis, and group training. The



study confirmed that theoretical knowledge alone is insufficient; practical competencies and interactive methods are crucial for forming methodological readiness.

Conclusion

The research findings indicate that the effective professional performance of future oligophrenopedagogues in inclusive education settings is directly dependent on their level of methodological readiness. The baseline assessment revealed that while most students possessed theoretical knowledge, they lacked the ability to apply practical skills adequately. However, through experimental sessions—including case studies, project work, and reflective analysis technologies—methodological readiness significantly improved. These results suggest that practice-oriented and interactive pedagogical technologies are the most effective tools for preparing future special education teachers for inclusive environments. Furthermore, the study highlighted a continuous need for students to develop competencies in differential approaches, IEP development, and professional collaboration. Consequently, it is recommended to systematically implement specialized modules focused on inclusive education, practical workshops, and reflective sessions within higher education institutions. Overall, this research provides a scientific and practical contribution to identifying effective pedagogical mechanisms for enhancing the methodological readiness of future oligophrenopedagogues. It offers actionable recommendations that can be integrated into the broader field of pedagogical science and teacher training.

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