

**MAIN ADAPTATION MODELS IN INCLUSIVE EDUCATION, TRAINING OF
FUTURE PERSONNEL***Norqulova Risolat Baxromovna**Student of Defectology, University of Information Technology and Management*

Abstract: This article considers the training of personnel in inclusive education and timely elimination of shortcomings in them, further improving the quality of education, increasing efficiency. Inclusive education is considered as a system that allows children with disabilities, those in need of social protection, and those who face restrictions due to language, race, nationality, or other factors to receive quality education. The article provides detailed information about the main models of inclusive education - integrated, adapted, and differentiated approaches. In addition, the advantages, disadvantages, and current problems in implementing these models in practice are considered. A number of shortcomings in the training of future personnel and ways to eliminate them are mentioned.

Keywords: Policy, global, results, advantages, limitations, empathy, infrastructure, resource teachers.

Introduction: In modern society, the right to education for every person should be guaranteed, regardless of their physical, mental, emotional or social condition. In this regard, inclusive education — that is, the inclusion of children with special needs in the general education system — has become a priority area of state policy in many developed countries. The implementation of inclusive education, based on the UN Convention on the Rights of Persons with Disabilities and UNESCO recommendations, has become a global issue. The experience of foreign countries, in particular the USA, Great Britain, Finland, Italy and Canada, shows that to ensure the effectiveness of inclusive education, it is not enough to simply enroll a child in school. This requires adapted curricula, qualified teachers, support services, cooperation with parents and infrastructure that provides an inclusive environment. This article examines the experiences of organizing inclusive education of children with special needs in foreign countries, pedagogical approaches, legislative frameworks and their practical results. It also seeks answers to the question of what conclusions and recommendations these experiences provide for the education system of Uzbekistan. It was found that integrated, adapted and fully inclusive (added) models have significant differences in their content and level of application in practice. Each model has its own approach, advantages and limitations. In such an environment, even healthy children develop social qualities such as tolerance, empathy and willingness to help. Although the integrated model is widespread in practice, in many cases it leads to integration only at the organizational level. That is, children are accepted into a general school, but in the real educational process, individual needs are not sufficiently taken into account. In the adapted model, the curriculum, assessment methods and methodologies are adjusted to the capabilities of students. However, this approach requires a high level of teaching skills and resource provision. A full-fledged inclusive model has not yet been introduced in Uzbek schools, but it is showing positive results (including some “pilot schools”). However, there are still many problems in terms of staff training, methodological manuals, infrastructure and cooperation

with parents. According to the results of the survey, it was found that, despite the positive attitude of the majority of teachers towards inclusive education, the level of practical preparation is low. They need special training, methodological support and psychological preparation. International experience also shows that when introducing inclusive education, it is more effective to focus on adapting the existing system and organizing resourceful support services, rather than changing the entire education system.

Requirements for future personnel: In addition to the knowledge, skills and personal qualities that specialists working in the field of inclusive education should have, it is necessary to master the theoretical foundations of inclusive education and methods of working with children with disabilities. Teaching children with special needs in a general education setting requires the activities of a school-based teacher, that is, a resource teacher. Inclusive education can be implemented in practice through the joint efforts of a school-based teacher and a regular classroom teacher.

Analysis of the training system: How are future inclusive education staff being trained today? About existing educational programs and staff responsibilities: In some classes, it may be necessary to separate a child from the classroom for a certain period of time. At all times, the resource teacher is required to work together with the classroom teacher and have expertise in this area of special education. The important tasks of an interschool resource teacher include providing necessary materials and equipment for children with disabilities, finding sponsors, involving parents in helping the school, and establishing a strong relationship between children with disabilities, healthy children, and the classroom teacher, providing assistance by providing special resource materials, advising parents, children's regular classroom teachers, and school administration, as well as holding discussions about activities and appropriate educational programs for children with special educational needs, and even providing information to parents of non-disabled children.

The main purpose of the resource teacher is to: provide support to students with special needs and their teachers who are studying in general education institutions. The resource teacher performs the following tasks: determine the level of support each student needs and meet with them regularly based on their needs;

- work with students individually, monitor them based on individual plans, help them adapt to the curriculum, teach and evaluate;
- provide class teachers with information about the special needs and abilities of students;
- familiarize class teachers with individual learning plans and provide advice on them;
- regularly discuss and evaluate the progress of students;
- work in partnership with school management and parents;
- invite students to other support groups (for example, seminars, doctors);
- record individual activities with teachers and students;

- assist in developing an individual learning plan for each student in situations where the standard curriculum does not meet the requirements;
- update and evaluate individual learning plans based on changing needs;
- documenting and listing all available resources (textbooks, teaching aids, and other equipment). The interschool mobile resource teacher should take the following into account when developing his/her work plan based on his/her tasks and goals: Providing support that meets the special education needs of interschool mobile resource teachers. The main goal of the resource teacher is to provide support to students with special education needs who are receiving education in general education institutions and their teachers. Providing support that meets the special education needs of interschool mobile resource teachers.

Currently, there are a number of shortcomings in inclusive education educators. In particular:

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- familiarize class teachers with individual learning plans and provide advice on them;
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- work in partnership with school management and parents;
- if necessary, invite students to other support groups (for example, seminars, doctors);
- record individual activities with teachers and students;
- assist in creating an individual learning plan for each student in situations where the standard curriculum does not meet the requirements;
- updating and evaluating individual learning plans based on changing needs;
- documenting and listing all available resources (textbooks, teaching aids, and other tools).

The inter-school resource teacher should consider the following when developing his/her work plan based on his/her tasks and goals:

The inter-school resource teacher should provide support that meets the needs of special education teachers, as some educational institutions that teach children with special educational needs do not provide a barrier-free environment and opportunities for them.

- Educational institutions where children with special educational needs are educated are not fully provided with the necessary literature, methodological manuals, equipment and facilities for training in various professions;
- As a result of the lack of public awareness-raising activities on the right of children with special educational needs to receive education and the content and essence of the inclusive education system, parents do not have sufficient information about the possibility of educating their children with special educational needs in general education institutions;
- Local executive authorities do not pay sufficient attention to solving problems related to involving children with special educational needs in inclusive education;
- Subjects related to inclusive education methodology are not included in the curricula of higher educational institutions specializing in pedagogy;
- Inclusive education programs are not included in textbooks on pedagogy and methodological subjects;

Also, the fact that future teachers are not doing internships in educational institutions where children with special educational needs are involved negatively affects the quality of their professional training.

In such a situation, more than 21.2 thousand students in 86 specialized schools, more than 6.1 thousand in sanatorium-type boarding schools, and 13.3 thousand in home conditions receive education at home. According to 2020 statistics, about 13 thousand students in more than 3.2 thousand general secondary schools in Uzbekistan are covered by inclusive education. The presidential decree sets the issue of gradually introducing inclusive general education until 2025. This includes tasks such as creating an obstacle-free environment for children with disabilities to come to schools, building new schools with similar conditions, training pedagogical staff, and improving the educational base.

In order to increase the effectiveness of inclusive education, the decisions of the PC (Pedagogical Staff) on training personnel should be focused on the following:

1. Developing the competence of the PC: Future pedagogical staff should have sufficient competence in inclusive education. This includes:

- Knowledge of the theoretical foundations of inclusive education.
- Understanding the specifics of children with various disabilities.
- Skills in developing and implementing individual educational plans.
- Application and adaptation of various teaching methods.
- Knowledge of methods of assessing and monitoring children.
- Skills in collaborating with parents, specialists and the community.

2. Providing practice-oriented education: In the training of pedagogical staff, great attention should be paid to practice along with theory. This includes:

- Internship in inclusive educational institutions.
- Participation in the real educational process and gaining experience.
- Familiarization with successful inclusive education experiences.
- Conducting practical exercises and trainings.

3. Use of modern technologies: Future educators should have the skills to use modern information and communication technologies (ICT). This will allow:

- Use of various educational resources.
- Use of software that meets the educational needs of children.
- Use of distance learning technologies.

4. Encourage independent learning: In the process of training pedagogical personnel, it is important to support their aspirations for independent learning and self-development. This includes:

- Participation in scientific conferences.
- Studying advanced training courses.
- Studying scientific literature.
- Participation in online courses.
- Participation in professional communities.

5. Creating a support system: It is necessary to create a support system for all personnel involved in the implementation of inclusive education. This includes:

- Providing methodological assistance.
- Providing advice.
- Conducting trainings.
- Creating opportunities for sharing experience. PK decisions should be in accordance with national strategies and programs aimed at developing inclusive education. PK decisions should also be made taking into account the needs and interests of pedagogical personnel.

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