

**PROFESSIONAL METHODOLOGICAL TRAINING OF FUTURE
DEFECTOLOGISTS IN THE VISION OF INCLUSIVE EDUCATION****Sattorova Mohira Aminqulovna**

Docent, Department of Pedagogy,

University of Information Technology and Management

E-mail: sattorovamohira1022@gmail.com

Abstract: The article shows that the modern stage of reforming general secondary education in our country is closely related to the changes taking place in the social and economic spheres and is aimed at achieving greater independence for both the educational institution and the teacher in choosing the strategic vector for training future defectologists for inclusive education - for the purpose of continuous professional development. Pedagogical scientists and researchers identify and substantiate the structural components of the readiness of future social science teachers to work in inclusive education, the structural and content structure of the professional readiness of a future social science teacher for inclusive education includes personal-semantic, that is, internal and external relationships, motivational values and the ability to work in inclusive education, as well as cognitive, that is, the development of a system of special methodological, theoretical, practical and professional knowledge, methods, techniques, technologies. The need to develop educational technologies for the continuous professional development of future defectologists, to improve the essence and content of educational technologies in extracurricular activities, and to develop technologies for developing the readiness of future defectologists for inclusive education is presented.

Keywords: inclusive education, medical, pedagogical, psychological, adaptation, integration, physical integration, functional integration, social integration.

Аннотация: В статье современный этап реформы общего среднего образования в нашей стране тесно связан с изменениями в социальной и экономической сферах, направленными на достижение большей самостоятельности в выборе стратегического вектора подготовки будущих дефектологов к инклюзивному образованию - как для учебного заведения, так и для педагога-с целью непрерывного профессионального развития. Ученые-педагоги и исследователи выделяют и обосновывают структурно-структурные компоненты готовности будущих учителей обществознания к осуществлению деятельности в инклюзивном образовании, придают структурно-смысловой структуре профессиональной подготовки будущего учителя обществознания инклюзивному образованию личностно-смысловые, т. е. внутренние и внешние отношения, мотивационные ценности и умение работать в инклюзивном образовании, а также когнитивные, т. е. специальные методические, развиваются навыки использования системы теоретических, практических и профессиональных знаний, методов, приемов, технологий. Назрела необходимость совершенствования образовательных технологий непрерывного профессионального развития будущих дефектологов, сущности и содержания образовательных технологий во внеаудиторной деятельности, разработки

технологии подготовки будущих дефектологов к инклюзивному образованию.

Ключевые слова: инклюзивное образование, медицинское, педагогическое, психологическое, адаптация, интеграция, физическая интеграция, функциональная интеграция, социальная интеграция.

The inclusive readiness of a future teacher is considered an integral quality of the personality as a pedagogical phenomenon, on the other hand, readiness for professional and pedagogical activity has special components. The choice of components of inclusive education is determined in its content by the content of the pedagogical activity of the future social science teacher, as well as by general approaches to systematizing inclusive readiness as a psychological and pedagogical phenomenon.

In social psychology, the substantive structure of value relations can be divided into three main components: awareness, beliefs, cognitive representations, thoughts, affective evaluation, emotions, feelings, experiences, conative [8].

An analysis of the studied pedagogical and scientific literature shows that there is no commonality in determining the structural components of general cultural and general professional preparation for pedagogical activity.

The analysis of pedagogical and psychological literature shows that when determining the organizational and content structure of readiness for professional activity, motivational components that determine the motives of multivariateness and a set of cognitive, theoretical and informational knowledge about the object in which professional activity is planned are mandatory. The remaining components may vary in their place.

Pedagogical scientists and researchers have attempted to identify and substantiate the structural and content components of the readiness of future social science teachers to work in inclusive education. The structural and content structure of the professional readiness of a future social science teacher for inclusive education includes personal-semantic, i.e. internal and external relationships, motivational values and the ability to work in inclusive education, as well as cognitive, i.e. a system of special methodological, theoretical, practical and professional knowledge, methods, techniques, technologies as components [5].

In determining the structural structure of inclusive education, we relied on an understanding of its psychological, pedagogical, philosophical and scientific significance. The inclusive training of a future social science teacher is a systemic phenomenon, which includes: the reception of participants in inclusive education and the establishment of positive relationships with them, the educational components of methodological, didactic, organizational, professional and pedagogical activities, as well as practical, professional, inclusive activity experience. The psychological structure is a certain attitude of the individual to specific goals and objectives and is expressed in mobilization and professional preparation for activities aimed at their implementation. The psychological structure of inclusive training in future teachers is explained by the dynamic state of the individual in relation to pre-established relationships, experiences,

motives and situations, specific actions, forces for successful actions at a given time in a purposeful manner [1].

From a psychological point of view, the components of inclusive education are as follows:

- 1) interest in professional and pedagogical activities in inclusive education, the desire to achieve success in professional activities, positive motives for professional activities - motivational;
- 2) understanding of professional tasks, knowledge of the means of achieving goals in professional activities - cognitive;
- 3) a sense of responsibility in professional activities - emotional;
- 4) mobilization of forces and opportunities for success in professional activities, self-management, concentration on the task, overcoming doubts - conative.

In general, the formation of a psychological structure of readiness for professional activity is determined by personal characteristics, level of preparation and completeness of information.

The pedagogical structure is an integral description of the competencies and personal qualities that determine effective professional and pedagogical activity in the context of inclusive education, that is, the implementation of all constructive, organizational, communicative, reflexive components of pedagogical activity.

Theoretical and methodological analysis of the inclusive readiness of a future social science teacher made it possible to determine its content and functional characteristics, as well as its structural structure, expressed in cognitive, emotional, conative, communicative and reflexive components. Each component of inclusive education has a content structure of general cultural and general professional competencies that determine pedagogical and psychological directions.

The informational-communicative component of inclusive education involves the establishment of active social relations with all participants in inclusive education, including social institutions, public organizations, educational institutions. The reflexive component of their pedagogical professional activity is self-analysis of the effectiveness of their activities, reflection on the elements of pedagogical professional activity in inclusive education and interaction.

The pedagogical professional activity of a future inclusive education teacher requires a high level of self-awareness and self-regulation and is effective only if skills are formed, which determines an important place in the development of inclusive training. The implementation of inclusive education as a concept and object, knowledge about special educational activities, the content of organizing the educational process in inclusive education, determines its place in the creation of inclusive education subjects in adaptive forms.

Conscious selection of educational goals constitutes the motivational basis of professional activity, its formation is based on satisfying educational needs and using experience. In inclusive education, the joint actions of the teacher-child group, the teacher-parent team, the teacher-professional team, etc. are studied. [8]

The emotional component of the inclusive readiness of future teachers is an emotional assessment of the object, sympathy for it. The emotional component determines the ability of teachers to accept the conditions of inclusive education, the characteristics of the educational process, special educational needs, including those in need of social protection and other participants in the field of inclusive education. The emotional component is the basis for the spontaneous formation of the directions set in the conditions of professional activity.

The conative component is the driving force for directing the expression of the establishment of professional behavior in its place; respects the individuality of each learner; can carry out pedagogical activities in inclusive education; demonstrates plans, ideas, actions and necessary professional competencies; can make decisions in non-standard situations and professional situations.

The reflexive component analyzes pedagogical professional activities, the objects of which are: students in need of social protection and their parents, students with special educational needs in inclusive education; the results of inclusive education include knowledge, skills, competencies and personal qualities and qualities; educational activities of learners, its components and stages.

The inclusive readiness of future social science teachers is a systemic phenomenon: a set of interacting components, a set of elements that are in certain professional relationships with each other, a set of interconnected elements that interact with the environment as a whole [6]. According to the criteria for classifying systems, it can be complex, developing, abstract, open, self-organizing, decentralized.

The content of the inclusive readiness of a future social science teacher does not have a single structural structure, but is subject-oriented, determines the content of each selected component and the communicative interaction, dialogue and informational connections of each member of inclusive education.

Inclusive readiness is defined as an abstract system, since it is an indirect result of the reflection of reality in the educational process in the conditions of heterogeneous groups of students. The inclusive training of a social science teacher is characterized as an open system, since it depends on the network of external relations and the variability of the environment.

The inclusive training of future teachers is a complex and multifaceted system, the components of which are heterogeneous. They perform various qualitative and informational, functional, feedback relationships and can be considered as subsystems that have their own structure.

The specified levels represent the algorithmic stages of the formation of inclusive training in content and are determined not only by qualitative characteristics, but also by quantitative indicators. The pedagogical experience of testing the inclusive training of future teachers and the feedback of the results are fully described in the third chapter.

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