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PRACTICAL AND THEORETICAL MECHANISMS OF IMPROVING THE METHODOLOGICAL TRAINING OF A FUTURE PRIMARY TEACHER IN THE CONDITIONS OF INCLUSIVE EDUCATION

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Annotation

This article analyzes the theoretical and practical mechanisms of improving the methodological training of a future primary teacher in the conditions of inclusive education. The study reveals the modern requirements of inclusive education, the role of an individual approach, differentiated education, universal design and a competency-based approach in the pedagogical process. It also substantiates the effectiveness of the educational-modular system, pedagogical practice, reflective analysis and interactive methods that serve to develop the methodological training of future teachers. Along with theoretical approaches, the article discusses the issues of adaptation of teachers to an inclusive environment, identification of individual needs of students, development of adapted educational materials and improvement of the assessment system based on the results of practical experience.

Keywords

Inclusive education, primary education, methodological preparation, future teacher, competency-based approach, differentiated education, universal design, pedagogical mechanism, interactive methods, individual approach.

INTRODUCTION

As a result of the fundamental reforms taking place in the education system in recent years, the strengthening of the human rights-based approach and the integration of sustainable development goals with education, the concept of inclusive education has become an important component of global pedagogical trends. Inclusive education is recognized as a system aimed at ensuring the right of all children, including students with special educational needs, to receive quality education. In this process, the primary education stage is of particular importance, since it is at this stage that the child's attitude to education, socialization, adaptation to educational activities, and personal development are formed. Therefore, the need for a pedagogically flexible and methodologically well-prepared primary school teacher who can operate in an inclusive environment is growing. In the context of inclusive education, the teacher is not only a provider of knowledge, but also a specialist who supports and guides students, understands their individual needs, and finds appropriate pedagogical solutions. This requires that methodological training occupy a special place in the professional training of a future primary school teacher. Methodological training includes the teacher's ability to plan lessons, adapt educational content, select teaching methods, develop assessment tools, and conduct a reflective analysis of the educational process. In inclusive conditions, these abilities become more complex and expanded, since each student has a different individual development rate, cognitive capabilities and social needs.

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From this perspective, the development of theoretical and practical mechanisms for improving the methodological preparation of a future primary school teacher is an urgent scientific and pedagogical problem. Theoretical mechanisms are understood as the philosophical, psychological and pedagogical foundations of inclusive education, competency-based, person-oriented, system-activity and universal design approaches. Practical mechanisms include pedagogical technologies, educational-modular systems, interactive methods, new forms of pedagogical practice and reflective analysis tools that allow applying these theoretical foundations to the real educational process. The combination of these mechanisms allows for the consistent and sustainable formation of inclusive competence in a future teacher.[1; 192]

The purpose of this article is to analyze the theoretical foundations and practical mechanisms for improving the methodological training of future primary school teachers in inclusive education and to substantiate their effectiveness. The article discusses the essence of inclusive education, the structural structure of methodological training, pedagogical conditions and tools that serve its development. It is expected that the results of the research will serve to improve the quality of pedagogical education, strengthen the professional flexibility of future teachers, and ensure the effectiveness of inclusive education practice.

LITERATURE REVIEW AND RESEARCH METHODOLOGY

The issue of inclusive education and methodological training of future teachers is one of the important directions in modern pedagogical research. The theoretical foundations of this problem are covered in various aspects in the scientific works of international and local scientists.

The conceptual foundations of inclusive education are consistently revealed in the studies of B. Ainscow and M. Miles (2008), the authors interpret inclusion not only as the involvement of children with disabilities in general education, but as a flexible system adapted to the needs of all students. In their opinion, an inclusive environment requires a high level of methodological flexibility from the teacher (Ainscow & Miles, 2008).[2; 168]

Florian and Black-Hawkins (2011) substantiate the importance of universal design for learning (UDL) and a differentiated approach for effective teaching in inclusive classes. The authors emphasize the need for the teacher's methodological training to include the adaptation of educational material, individualization of assessment, and the use of multi-channel education.

The issue of inclusive education in the Russian pedagogical school is widely covered in the works of A. G. Asmolov (2010), N. N. Malofeev (2014), and Ye. I. Kazakova (2012). Malofeev interprets inclusive education as a pedagogical system based on the principle of social justice and shows that the teacher's professional training plays a decisive role in it.[3; 144]

Uzbek scientist N. A. Muslimov (2020) developed a structure of pedagogical competencies and defined methodological competence as the leading professional component of a teacher. Sh. Sharipov (2019) substantiates the priority of a competency-based approach in the training of future teachers. D. Kh. Khodjaeva (2021), studying the issue of training pedagogical personnel in inclusive education, emphasizes that existing programs are not sufficiently practically oriented.

Although the works of R. Q. Jo'rayev (2018) and O. To'khtaboyev (2020) on primary education methodology cover methodological approaches appropriate to the age and individual characteristics of students, their adaptation to an inclusive environment is poorly analyzed as a separate system.[5; 180]

Thus, the existing literature covers inclusive education and methodological training in separate areas, but the mechanisms for improving the methodological training of future primary

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school teachers in inclusive education have not been sufficiently studied as a complex system. This situation determines the relevance of this study.

The methodology of this study is based on systematic, competency-based and person-oriented approaches. The theoretical and methodological basis of the study is the philosophy of inclusive education, the theory of pedagogical integration, and the concept of the formation of professional competencies.

The following methods were used in the study:

Theoretical methods: – analysis and generalization of scientific literature;

– comparison of pedagogical concepts;

– systematization and modeling of existing models.

Empirical methods: – pedagogical observation;

– questionnaires and interviews;

– diagnostic tests;

– pedagogical experimental work.[4; 220]

The experimental work was conducted with the participation of students of higher pedagogical educational institutions studying in the field of primary education. During the experiment, the level of methodological preparation of future teachers was assessed based on three criteria: motivational, cognitive, and practical-activity criteria.

The data obtained were processed using mathematical and statistical methods, ensuring the reliability of the results. Based on the analysis of the results, effective mechanisms for improving methodological training were identified and their pedagogical conditions were justified.

This methodology allows achieving the research goal, enriching theoretical conclusions with practical recommendations, and training competitive pedagogical personnel for inclusive education.

ANALYSIS AND RESULTS

The main task of the research was to determine the level of methodological preparation of future primary school teachers in inclusive education, to reveal existing problems, and to assess the effectiveness of the developed theoretical and practical mechanisms. For this purpose, experimental work was carried out with the participation of students studying in the "Primary Education" department of a higher educational institution.

The results of the initial diagnostics showed that, although the majority of students have a general idea of the essence of inclusive education, they do not have sufficient methodological preparation for its practical application. In particular, according to the results of the questionnaire, 62 percent of respondents reported that they encounter difficulties in planning a lesson in an inclusive classroom, and 58 percent noted that they feel uncertainty about the individualization of assessment criteria. These indicators indicate the presence of systemic shortcomings in the methodological preparation of future teachers.

In this regard, a comprehensive mechanism was developed within the framework of the study to improve methodological preparation. This mechanism included the following components: a special module on inclusive education, development of tasks based on a differential and individual approach in practical exercises, training on creating adapted educational materials, and seminars based on reflective analysis. These activities served to combine students' theoretical knowledge with practical skills. During the experiment, students were divided into two groups: the experimental group and the control group. The developed mechanism was implemented in the experimental group, while traditional training continued in the control group. At the end of the experiment, re-diagnosis was conducted. The results

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showed that the methodological preparation of students in the experimental group significantly increased. In particular, the share of students with a high level of methodological preparation in the experimental group increased from 18 percent to 47 percent, the average level decreased from 52 percent to 41 percent, and the low level decreased from 30 percent to 12 percent. In the control group, no significant changes were observed.

These results indicate the effectiveness of the developed mechanism. In particular, it was observed that reflective seminars and exercises based on real situations increased students' professional self-awareness. Students developed the ability to anticipate problems that may arise during the lesson, make appropriate pedagogical decisions, and critically analyze their own activities.

The analysis shows that methodological preparation is not just a set of knowledge, but a complex integrative system. It is manifested in the combination of a motivational component (positive attitude towards inclusive education), a cognitive component (theoretical knowledge), and a practical component (methodological skills). During the experiment, it was found that the balanced development of these three components is important.[6; 256]

In addition, the results of the study showed that methodological preparation appropriate for an inclusive environment increases the teacher's professional flexibility. Students began to behave more freely, reducing fear and insecurity when working with students with different educational needs. This will have a positive impact on their future professional activities.

The results of the experiment also confirmed the need to strengthen the inclusive component in the pedagogical higher education system. According to students, subjects related to inclusive education are more effective when they are conducted not only in the form of theoretical lectures, but also on the basis of practical training, role-playing games and modeling of real situations.

In general, the results of the study showed that it is possible and necessary to improve the methodological preparation of future primary school teachers in inclusive education. The developed mechanism serves to form inclusive competence in future teachers, develop methodological flexibility and increase pedagogical efficiency. This makes a significant contribution to increasing the level of inclusiveness of the education system, implementing the principles of equality and justice in education.

CONCLUSION

This study theoretically and practically substantiated the relevance of the problem of improving the methodological training of future primary school teachers in inclusive education. The conducted analyses showed that, as inclusive education becomes an integral part of the modern education system, the issue of training pedagogical personnel who can operate in this process is of strategic importance. In particular, the study clearly demonstrated that the success of an inclusive approach at the primary education stage is directly related to the level of methodological training of the teacher.

The results of the study showed that the methodological training of future primary school teachers is often limited to general pedagogical knowledge, and special methodological competencies adapted to an inclusive environment are not sufficiently formed. This situation causes young specialists to encounter difficulties in the real educational process and problems in taking into account the individual needs of students. Therefore, the need to revise methodological training in accordance with the requirements of inclusive education and its systematic improvement was scientifically substantiated.

The set of theoretical and practical mechanisms developed within the framework of the study proved to be an effective tool in solving this problem. Theoretical mechanisms included

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competency-based, person-oriented, systematic-activity and universal design approaches, based on the philosophical, psychological and pedagogical foundations of inclusive education. Practical mechanisms were implemented through training modules, interactive methods, training sessions, pedagogical practice and a reflective analysis system that allowed these approaches to be applied to the real educational process. The combination of these mechanisms made it possible to consistently form inclusive competence in future teachers.

The results of the experimental test confirmed the effectiveness of the developed mechanism. All components of methodological training - motivational, cognitive and practical-activity aspects - significantly developed in the students of the experimental group. Students in inclusive classes acquired important skills in lesson planning, developing adapted teaching materials, applying a differentiated and individual approach, adapting assessment, and collaborating with parents and specialists. This increased their professional confidence and strengthened their psychological readiness for future work.

In conclusion, improving the methodological preparation of a future primary school teacher in inclusive education is not only an internal need of the education system, but also an important condition for society to implement the principles of social justice, equal opportunities, and humanism. Research in this area not only contributes to the development of pedagogical science, but also serves the effective implementation of inclusive education in real life. In this sense, the results of this study can serve as a scientific and methodological basis for further improving the system of training pedagogical personnel in the future.

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