



COMPETENCE OF TEACHERS IN INCLUSIVE SCHOOL EDUCATION

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Article history:	Abstract:
Received: March 1 st 2023 Accepted: April 3 rd 2023 Published: May 10 th 2023	This article talks about the professional competence of pedagogues working in inclusive preschool education organizations, as well as professional and personal characteristics necessary to increase the effectiveness of inclusive education.
Keywords: disability, inclusive education, preschool education, pedagogical activity, pedagogical competence, organizational and pedagogical conditions, pedagogical technology.	

The transition to inclusive education in Uzbekistan, combined with the noble idea of "For human dignity", opens new doors of opportunities for children with disabilities to receive modern and quality education. ". ..we implement comprehensive measures to build an inclusive society with equal opportunities for all citizens, including persons with disabilities. On this basis, we have made a step-by-step transition from the outdated medical model of disability determination to the universally recognized social model an important task" [3], says the President of the Republic of Uzbekistan Sh. Mirziyoev's address to the people of Uzbekistan on December 3 - the International Day of Persons with Disabilities.

Today, Uzbekistan is on the path of actively applying the universally recognized international principles of guaranteeing the rights of persons with disabilities, as well as the goals and standards stipulated in international legal documents, taking into account the specific characteristics of our country. In particular, in order to "comprehensively and harmoniously develop children with disabilities in our country , to support their social activity, their interest in work, to attract them to education, science, technology, art and sports, the priority of the interests of children with disabilities is considered a priority in all actions performed towards them" the legal basis of which is established in the Law of our country "On the rights of persons with disabilities" [2] .

When it comes to the principles of inclusive education, according to the interpretation of the International Children's Fund UNICEF, the educational system should be changed according to the needs of children instead of adapting to the needs of the child, and the "problem" is not in the child or his characteristics, but in the system itself. Education begins at birth and continues throughout life, taking place at home, in the community, in formal, informal and informal settings. [4] .

stipulates that "in a preschool educational organization with inclusive groups, taking into account the special educational needs and individual capabilities of children, equal opportunities for education and training are provided by integrating them into a healthy environment" [1] . .

It is known that the professional potential of pedagogues is important for any educational system and its reforms and positive changes. Therefore, in this article, we found it necessary to reflect on some issues related to pedagogical professional competence in the introduction of inclusive education in preschool educational organizations.

There are many approaches and opinions in the scientific interpretations of the concept of "professional competence", and in general, "professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and the ability to apply them at a high level in practice" [5] . In turn, pedagogical competence is defined as analysis, process (pedagogical activity, pedagogical communication, pedagogic personality) and its result (level of education of students or trainees), as well as possession of necessary professional knowledge and skills and psychological characteristics [6] .

Processes in pre-school education organizations: care and care of children, as well as education and training, formation of vital skills, formation of personal qualities and abilities, and most importantly, correction of developmental defects require special responsibilities from pedagogues in the context of inclusive education and competencies corresponding to the goals of inclusive education. .

The effectiveness of inclusive education is primarily related to the change in the outlook and approach of pedagogues to the educational process. That is, the transition of the preschool education organization to inclusive education begins with the change of the values, traditions and distribution of tasks that were initially formed in the pedagogical team. In turn, there is a need to add new ones to the traditional required professional competencies. In such conditions, the psychological and professional adaptation of pedagogues to the new environment requires a certain time and the implementation of a set of measures.

Introduction of inclusive education does not mean adaptation of a disabled child to existing conditions, but creation and introduction of new conditions, pedagogical programs, technologies and methods in the educational organization. At this point, the necessary pedagogical competences, which are sufficiently formed in the members of the team, are of great importance in ensuring the stability, quality and efficiency of the new system. That is, the readiness of the pre-school education organization to introduce inclusive education, as well as the material, technical and methodical support, ensures that the professional training of pedagogues is proportional to the existing demand and situation.

Pedagogues' readiness for inclusive educational conditions and opportunities for effective adaptation can be considered in two directions, i.e. in pedagogical and psychological directions.

Pedagogical preparation primarily includes:

- having sufficient knowledge, information and information on inclusive education;
- knowledge of pedagogical technologies of special and inclusive education;
- knowledge of the basics of correctional pedagogy and psychology;
- willingness to use various forms and methods of working with disabled children in their activities;
- knowledge of individual characteristics of disabled children;
- willingness to improve professional knowledge and skills;
- formation of creative abilities and initiative in the field of activity.

Psychological preparation, in turn, consists of the following:

emotional acceptance of children with developmental disabilities ;

- mental readiness to work with children with various developmental disabilities in their work and their kindness;
- the level of voluntary participation in one's activity and satisfaction with it ;
- teamwork skills, general and activeness, willingness and desire to perform their own tasks.

It is clear from the above that pedagogues working in the inclusive education environment are required to be emotionally stable and strong-willed people along with practical skills and qualifications .

The professional competencies necessary for pedagogues of inclusive preschool education organizations are related to their areas of activity, and there are different views and opinions about this. We consider it necessary to think briefly about some of them (necessary) within the framework of the article.

- in correctional-developmental activities, the pedagogue should be able to identify early and maximally correct defects in the child's development, based on the results of his diagnosis in the field of intuition, communication, cognition, and behavior, to determine the first correctional-developmental tasks and choose the most effective educational technologies, to target the child 's development knowledge and skills related to implementation and increasing activity are necessary;

- in didactic activity, based on the tasks set by the pedagogue for the formation and development of various types of activities suitable for the child's age, with the development and implementation of educational programs that are convenient for all participants of the educational process based on psychological, age and individual characteristics and special didactic principles it is required to have relevant modern knowledge and skills;

- and educational activity requires that the personal and professional qualities of the pedagogue are manifested in mutual harmony. In this direction, the professional skills of the pedagogue, the level of professional and personal culture of children with disabilities in cooperation with relevant social institutions are important in the process of implementing a set of programs and activities related to the formation of social and moral values and positive qualities ;

- and socio-pedagogical activity requires the pedagogue to effectively implement a number of tasks such as self-awareness of the child, the environment, determining his place in the natural and social environment, social adaptation and integration, preparation for an independent life as much as possible, social behavior deviation and protection from various harmful habits requires special knowledge and skills.

- Organizational activities include coordinating the activities of all specialists and social institutions necessary for the child's development and education from the pedagogue, in particular, working with parents, creating the necessary conditions for the child's activity in the educational organization, and providing the family with necessary advice and pedagogical support in this regard. defines the skills and abilities related to giving, communication culture, public relations skills as a necessity.

In conclusion, it can be said that the active introduction of inclusive education into the preschool education system in our country today, in turn, determines the formation and development of professional competencies of pedagogues related to this form of education based on the requirements of the times as one of the urgent tasks. Based on the existing demands and needs, new approaches and initiatives are required in the training, retraining and upgrading of the pedagogue personnel.

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