



MODERN APPROACHES IN THE PROCESS OF TRAINING EDUCATORS FOR A SPECIAL AND INCLUSIVE EDUCATION SYSTEM

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Article history:	Abstract:
Received: 17 th August 2022	Students of the master's degree at The Bachelor's level will have experience in life and, to some extent, professional activities as a person who successfully masters knowledge, skills in the field. The teaching of Masters in the process of special and inclusive education determines the success of the activity of the professor's reliance on androgogic knowledge. The article covers androgogic principles that should be relied upon by professors.
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Socio-political, economic and socio-cultural changes taking place in Uzbekistan over the past decade have led to the need to update the educational system, make significant changes in all sections of pedagogical theory and practice. The modern educational process requires new teachers and specialists who are creative-minded, able to apply advanced techniques and technologies, pedagogical and psychological diagnosis, methods of independent design of the educational process. That is, each teacher and specialists must correctly plan educational, scientific and cultural and educational activities in the organization of their activities, quickly adapt to the requirements of changing times in order to continuously improve their professional pedagogical skills. It is known that the competitiveness of specialists in most cases depends on its ability to master advanced technologies, to be able to adapt to changing working conditions. Therefore, it is now required to radically change the strategy and tactics of education in the system of training specialists in a two-stage higher education system.

The basis for the future professional success of the future defectologist in the process of education in a higher educational institution is being prepared. In recent years, in the traditional education system, students have been taught to acquire only ready-made knowledge: listening to the lecture of professors and teachers in the audience, they are taught to consolidate this topic with the help of the material given in the textbook, while in the current period they are also required to have such skills as independent search for Self-development is an important component of the profession of a teacher-defectologist, therefore, it is important to pay special attention to the development of this competence in the educational process. This competence is manifested in the fact that a specialist uses methods of mental activity in relation to a number of educational situations: organizing time, planning, controlling his activities, searching for the necessary information, choosing the appropriate methods of teaching, cooperating with others. That is, in this process, the task of developing such a socio-cultural capacity of a student as joint education from independent education is envisaged to be solved. This, in turn, requires the transformation of the activities of the professor-teacher into an executor of the managerial, directing function, while creating conditions for the development, formation, acquisition and education of the student's personality.

In the process of education carried out on the basis of problem technologies, professors and teachers should appear as qualified consultants in solving the tasks set for students, and sometimes as facilitators who come together with them to an effective solution to the problem. Young people studying in the master's degree successfully master knowledge, skills in the profession at The Bachelor's level, as a person, will have a certain practical work experience in life and, although little, professional activities. But in a rapidly changing time, this experience is outdated, personal point of view, the fact that views are confronted with collective goals, skills and requirements, in turn, creates difficulties in teaching, aimed not only at teaching novelty, but also at eliminating the eradicated old age. In this, the professor's reliance on knowledge of androgogics (adult education) determines the success of his activities.

Therefore, in the system of training of Masters, it is important to be guided by the peculiarities of the study, study of older adults, scientific and professional needs, interests, rely on a number of regulations, rules in the process, and adhere to the following androgogical principles of professors and teachers:

The principle of an approach to the educational process takes into account the capabilities of educators at the stage of their preparation. This process includes information on the creation of a science program, the selection of

educational material and literature, the availability and creation of the necessary computer programs, the level of training of participants.

The principle of the educational process and its activities is in cooperation with the master's group mates and the professor-teacher in its preparation. Educational processing the solution of this is to determine the needs of Masters in the subject program, and to conduct surveys, tests, interviews in the beginning of the study of science allows them to be identified.

The principle of using the knowledge, skills, qualifications, practical experience of Masters is as a source of acquiring new knowledge. This principle is implemented in the use of active methods that motivate participants to creative activity, as well as the creation of creative work, scientific articles, abstracts, case studies, lessons which are carried out individually.

The principle of personal vision, correction, correction of directions prevents the assimilation of new knowledge. It is known that it is also observed that the Masters observe in practice in a certain period, learn, cannot give up those who are used to it and receive news, and resist in search of evidence that modern approaches are in vain. Therefore, during classes, it is necessary to use such forms of work as conversation, persuasion, aimed at the groundlessness of resistance, the formation of new points of view and the opening of prospects, in which professional and social experiences can be used, which are the basis of conflicts with modern approaches in science and the goals of pedagogical practice.

The principle of a stand-alone approach is to the personal needs of the master in the educational process.

The principle of reflexivity, which includes in its composition the conscious approach to teaching forms the main part of the educational personal motivation.

The proportionality of the results of education with the scientific, pedagogical activity of the master is their compliance with the needs, their dependence.

The principle of system of education assumes that the purpose and content of teaching a subject coincide with the assessment of the form, method, means of teaching and the results chosen for its implementation.

The relevance of educational results, the principle of their introduction into practice in the short term is when the implementation of this principle is ensured by the use of the principles of systematicity, the proportionality of the results of education with the research and pedagogical activity of the master, a single approach, the use of previously acquired ones.

The principle of development of a master student is when the professor-teacher should improve the personality of the educational person in teaching the subject, independently seek innovations, receive education, direct the development of scientific research capacity.

The fact that professors adhere to the principles laid down in the organization and conduct of classes is the basis for ensuring the quality of the master's training process, serving the emergence and formation of modern research work and adaptation of Masters to the pedagogical environment, interest and motives in the educational process.

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