



ORGANIZATIONAL AND PEDAGOGICAL MODEL OF TRAINING SPECIAL TEACHERS TO WORK IN CONDITIONS OF INCLUSIVE EDUCATION

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| Article history: | Abstract: |
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| <p>Received: 28th June 2023 Accepted: 28th July 2023 Published: 28th August 2023</p> | <p>Changes in society associated with increased humanization and democratization have contributed to the active dissemination of the principle of inclusiveness in education, which involves the inclusion of children with disabilities in the learning process together with normally developing peers. These changes, in turn, required changes in the activities of special teachers (defectologists), the transformation of their functional duties and, accordingly, a revision of the list of necessary professionally significant and personal qualities. To contribute to understanding the main directions and prospects for the reorganization of this process, the use of a modeling method can be used, which will allow us to designate processes that occur in reality.</p> |
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Based on foreign experience, trends in the training of pedagogical personnel in Uzbekistan and the definition of the concept of training special teachers to work in conditions of inclusive education, for preparing special teachers to work in conditions of inclusive education, presents the training of special teachers in the form of a holistic, integrated and a consistent integrative pedagogical process, which includes the following interrelated blocks:

1. The target block, in which the goal is defined, the relevance of solving this problem and the research question is substantiated, the main methodological approaches and principles that determine the content of the procedural and resultant blocks are presented.

2. A procedural block that includes personal, cognitive and proxicological training aimed at the formation of appropriate inclusive-oriented competencies, as well as organizational forms that develop these competencies.

3. An effective block, consisting of a description of the pedagogical conditions and aspects that are necessary for the implementation of the training of a special teacher to work in an inclusive education environment.

Based on the methodological theories, concepts and approaches we have identified, the goal was determined, which is to prepare a special teacher to work in an inclusive education, as well as the planned integral result of the implementation of inclusively oriented training of a special teacher who has the necessary competencies in an inclusive education. As mentioned above, in the target block of the organizational and pedagogical model of training a special teacher to work in an inclusive education, the methodological foundations of this training are presented, which are represented by the following theories and concepts:

- the theory of personality-activity approach
- the theory of pedagogical systems, which determines its structural and content characteristics and represents the features and main structural components of the system, as well as the algorithm of activity, etc.
- the concept of integrated education for children with disabilities
- the concept of professional competence of specialists
- the theory of vocational training
- the concept of value-oriented activity and teacher development

Summarizing various scientific positions on the problem under consideration, it is noted that the fundamental direction of research related to solving the problems of modern education is the anthropological approach. This approach to the problem of preparing a special teacher for work in the context of inclusive education involves the formation of their humanistic pedagogical thinking and value attitude towards children with disabilities, respect for their individual abilities and capabilities, so we considered the anthropological approach to be basic for organizing the training of a special teacher for work in conditions of inclusive education at the university.

For the training of a special teacher, the environmental approach in education is significant, the essence of which lies in the relationship between the development of the student's personality and the conditions of the educational environment created for this. It should be noted that the formation and development of a special teacher as a professional takes place in a holistic educational environment of the university, functionally and spatially unites all

subjects of higher education, establishing diverse relationships between them. Another important approach for solving the problem of our study is the competence-based approach, which determines the main results of the training of a special teacher in a university and describes the professional competencies of any teacher (including a special one) in the form of his ability to solve various professional problems and tasks.

The choice of personal activity is provided, by the professional development of three areas of training a special teacher to work in an inclusive education: personal, cognitive and praxeological. Based on a systematic approach, we provide for the training of special teachers to work in an inclusive education environment at the methodological, theoretical, methodological and technological levels.

The above theoretical approaches to the preparation of special teachers for work in the context of inclusive education contribute to ensuring the complexity and integrity of the inclusive professional competencies of a special teacher, since they reflect the entire structure of training, including its personal, cognitive and praxicological components. To do this, it is necessary to ensure a systematic continuous educational process at the university.

In the target block of organizational and pedagogical model of training special teachers to work in inclusive education, special principles are presented that determine the success and effectiveness of integrative activities and targeted work to train special teachers to work in inclusive education. The basis of study was the following principles of training special teachers to work in the context of inclusive education:

- "the principle of targeting the inclusive training of future special teachers, which determines the change in the content and requirements for professional and personal qualities aimed at providing pedagogical assistance to children with disabilities in the context of inclusive preschool and school organizations. The implementation of this principle is aimed at ensuring the choice and adaptation to the characteristics of a child with disabilities in the content of general education, taking into account the heterogeneity of the children's team, the characteristics of the physical, cognitive and personal development of each child, as well as the characteristics of the development of his educational activities ;

- the principle of a value-tolerant attitude towards all subjects of the educational process in the context of inclusive education, which involves the establishment of professional interaction, cooperation and communication of all subjects of the inclusive educational process based on tolerance and respect for any differences;

- "the principle of dynamism and active implementation of professional and pedagogical activities of a special teacher in inclusive education, which implies the possibility of making changes and additions to the content and forms of the educational process at a university, aimed at effectively training special teachers to work in an inclusive education, that is, in new conditions professional activity;

- principle of the priority of personal development of the future special teacher, which implies compliance with the requirements for professionally significant personality traits and value orientations of a special teacher in the implementation of professional activities in an inclusive education;

- the principle of integrativity of teaching methods and means and the variability of their choice, which ensure the use of a complex of various organizational forms, content, methods, technologies, didactic and methodological techniques that determine the preparation of a special teacher for work in any inclusive organizations, assuming his subsequent readiness to act professionally in connection with and taking into account the specific situation of an inclusive educational space;

- the principle of soft power , which involves the formation of the necessary personal qualities by using and paying attention to cultural values, demonstrating the success story of people with disabilities, when they were provided with all the necessary conditions and when their special educational needs were taken into account (pictures, films, music, sports, social achievements, etc.). The application of this principle makes it possible to form motivation in future special teachers in the maximum development of the preserved opportunities for each child, to develop awareness of the importance of their profession and the results of their own activities, to cultivate the ability to achieve goals and desired results.

Based on the foregoing, it is obvious that the training of special teachers (defectologists) in new, inclusive conditions should provide for the formation of new professional competencies, suggesting that each graduate has the ability to restructure, adapt and modify his professional activity depending on the type and nature of developmental disorders in children (hearing, vision, intelligence, musculoskeletal system, speech, behavior, etc.), age characteristics and the type of educational, medical or social organization in which children are located.

The procedural block, as mentioned above, includes personal, cognitive and praxicological components. The organizational and pedagogical model of preparing a special teacher for work in an inclusive education reflects a holistic integrative pedagogical process, which is considered from the point of view of the need to form three interrelated components:

- a personal component, which is characterized by a certain degree of moral and psychological readiness of a special teacher for professional activities in inclusive education. Personal training is focused on the formation of value orientations, the development of the level of development of motivation for pedagogical activity in inclusive education and the desire for its self-improvement, the development of interest in the chosen type of future professional activity and responsibility for its results, the development of the skill to carry out professional self-education on the issues of joint education of children with normal and impaired development

- a cognitive component aimed at providing knowledge to a special teacher about the essence and content of pedagogical activity in the context of inclusive education, understanding the philosophy of inclusive education, knowledge of psychological and pedagogical patterns and features of age and personal development of children with

disabilities in an inclusive educational environment and etc. The cognitive component contributes to the formation of knowledge that contributes to effective professional activity (general pedagogical, methodological, special-subject), develops an understanding of the requirements for the personality of a special teacher. Thus, this component is aimed at increasing the level of theoretical readiness of a special teacher for the implementation of professional activities in the context of inclusive education;

- the praxiological component of preparing a special teacher for professional activities involves the development of professional skills that a special teacher must possess in order to carry out pedagogical activities in an inclusive education. This component is aimed at forming the practical readiness of a special teacher for future professional activities, which is reflected in "the ability to select the best ways to organize inclusive education, design the educational process for joint education of children with normal and impaired development, apply various methods of pedagogical interaction between all subjects of correctional and educational processes focused on the value attitude towards children with disabilities and inclusive education in general,

Accordingly, the integration of the identified structural components is a fundamental factor in the preparation of special teachers to work in an inclusive education environment. The procedural block presents the socio-pedagogical conditions that must be implemented in the educational process, that is, updating the content of the educational program, including new educational disciplines of a propaedeutic and basic nature, updating the entire educational and methodological complex with its reorientation to the specific functions of a special teacher in conditions of inclusive education, attracting students from the first year of study to active volunteer work, involving students in research and experimental activities, aimed at mastering diagnostic and correctional-developing skills; creating a practice-oriented learning environment at the university, providing highly professional teaching staff with practical experience in working with children with disabilities in an inclusive education environment, and much more.

As mentioned above, the fundamental component in the preparation of special teachers for work in an inclusive education environment is the personal component, which involves the formation of the following competencies in a special teacher:

- awareness of the social significance of one's own professional activity, the presence of appropriate personal qualities of a special teacher and motivation to carry out professional activities in an inclusive education environment;

- creative readiness of a special teacher to search for new alternative approaches to solving practical problems that arise in the context of inclusive education;

- understanding the trends and main directions of development of special and inclusive education in combination with spiritual, political, social and economic processes;

- a conscious and positive attitude of a special teacher to their activities in the context of inclusive education, readiness for continuous professional improvement, compliance with corporate culture and taking on leadership positions in the process of psychological and pedagogical support;

- the ability for professional, interdisciplinary and social interaction and cooperation with all subjects of the inclusive educational process with strict observance of ethical and social norms;

- the need and ability for self-education and socio-professional mobility;

- stable and developing professionally significant personal qualities of a special teacher.

To solve the procedural block (personal component), it seems appropriate to carry out the following organizational activities:

1. Propaedeutic work carried out before training sessions on inclusive education and forming certain personal qualities in them, with the help of:

- attracting motivated applicants to enter the Special Pedagogy;

- holding Olympiads in secondary schools with psychological content, identifying children with a high level of tolerance, empathy and providing, based on the results of the Olympiad, motivation to enter the Special Pedagogy;

- career guidance work with young people in families where there are persons with disabilities (from among relatives), in order to attract them to enroll in training at the Special Pedagogy;

- professional selection of applicants in order to identify existing psychological, speech and other deviations with the help of interviews, questionnaires, interviews, tests, etc.;

- organization and inclusion of applicants and students in informal professional associations: Internet communities, etc.;

- acquaintance of students, starting from the 1st year, with the success story of people with disabilities, actively involving films, music, fine arts, etc. in the content of classes;

- conducting mandatory psychological trainings to form students' leadership qualities and develop their communication skills, as well as trainings to develop team qualities, to prepare them for organizing and managing the entire process of psychological and pedagogical support.

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