

**SKILLS AND PEDAGOGICAL INNOVATIONS OF FUTURE TEACHERS IN
INCLUSIVE EDUCATION**

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Abstract: This article discusses the role of pedagogical skills in the process of inclusive education and the importance of innovative technologies in improving the quality of education. It also analyzes the modern requirements for teachers in working with children with disabilities and methods of individualizing the teaching process.

Keywords: Inclusive education, pedagogical skills, innovation, differential approach, tolerance, ICT, adaptive curricula.

Introduction: Today, an inclusive approach in the education system is becoming an increasingly relevant issue. The main goal of inclusive education is to ensure the right of every child, including students with various limitations in physical or mental development, to receive quality education. The role of the teacher in this process is invaluable, because he acts not only as a provider of knowledge, but also as a supporting, guiding and adapting person. The skill of a teacher in inclusive education is to create equal opportunities for students, take into account their specific needs, and organize the teaching process in such a way that no child is left out. Therefore, the professional skills, personal qualities and pedagogical approach of the teacher in inclusive education are among the most important factors. The Constitution of the Republic of Uzbekistan guarantees the right to education for everyone. Our national legislation also establishes equal rights for persons with disabilities to realize their potential. Today, a number of works are being carried out in our country to create truly inclusive conditions for children with disabilities and developmental disabilities to receive quality education and subsequently find decent work. In recent years, inclusive education has been taking a special place in the process of modernization of the education system of Uzbekistan and other Central Asian countries. Inclusive education is an approach aimed at ensuring that all children, including students with physical, mental or social disabilities, are educated together in general education institutions. The role of the teacher is central in such an approach. This puts their training, professional competence and continuous development needs on the agenda.

Review of relevant literature

The professional skills and cooperation of teachers in the inclusive education system are primarily associated with the specific features of working with children with special needs. Inclusive education is based on an ideology that excludes any cases of children with disabilities, ensures equal treatment for all, but creates the necessary conditions for children with special educational needs. The number of scientific studies conducted in the field of inclusive education is increasing from year to year. An analysis of the existing literature in the field shows that the issue of teachers' readiness for this type of education and their professional competences has not lost its relevance. The main factors in the successful organization of inclusive education are the teacher's activity, his psychological and methodological preparation, as well as his readiness to adopt innovative approaches. Domestic and foreign literature was analyzed and several important aspects were identified. In particular, research conducted by Uzbek pedagogical scientists is mainly based on general approaches, most of which analyze the personal qualities of an inclusive teacher, professional skills and the level of their development in a general way. However, a

specific competency model or assessment criteria is rare. This situation indicates the need for a deeper analysis, especially of the practical aspects of inclusive education. In the international literature, a systematic approach to this issue is noticeable. Some studies provide detailed recommendations on how teachers should be trained to work in an inclusive environment, what competencies they should acquire, and how these skills can be assessed. Also, in advanced foreign experience, dictionaries, lists of competencies, and professional development programs on inclusive education have been developed. In the domestic literature, more regulatory legal acts, laws, and practical cases related to inclusive education are analyzed. This is certainly a relevant approach, but it does not sufficiently cover individual approaches to the real needs and professional training of teachers. Therefore, based on the analysis of existing scientific works, it can be concluded that modern and deep methodological concepts for the training of inclusive teachers have not yet been sufficiently formed.

Research methodology

Inclusive education is a pedagogical approach aimed at providing education on the basis of equal opportunities for all students, including students with special needs. This approach involves creating equal opportunities for all students to access education, society and various resources. The implementation of inclusive education is an important part of ensuring not only academic success, but also social, cultural and personal development. The professional skills and cooperation of teachers in the inclusive education system are primarily related to the specific features of working with children with special needs. Inclusive education is based on an ideology that excludes any situations in relation to children with disabilities, ensures equal treatment for all, but creates the necessary conditions for children with special educational needs. One of the important problems of inclusive education is to identify a group of children with special educational needs, provide them with education in quality forms and increase their potential.

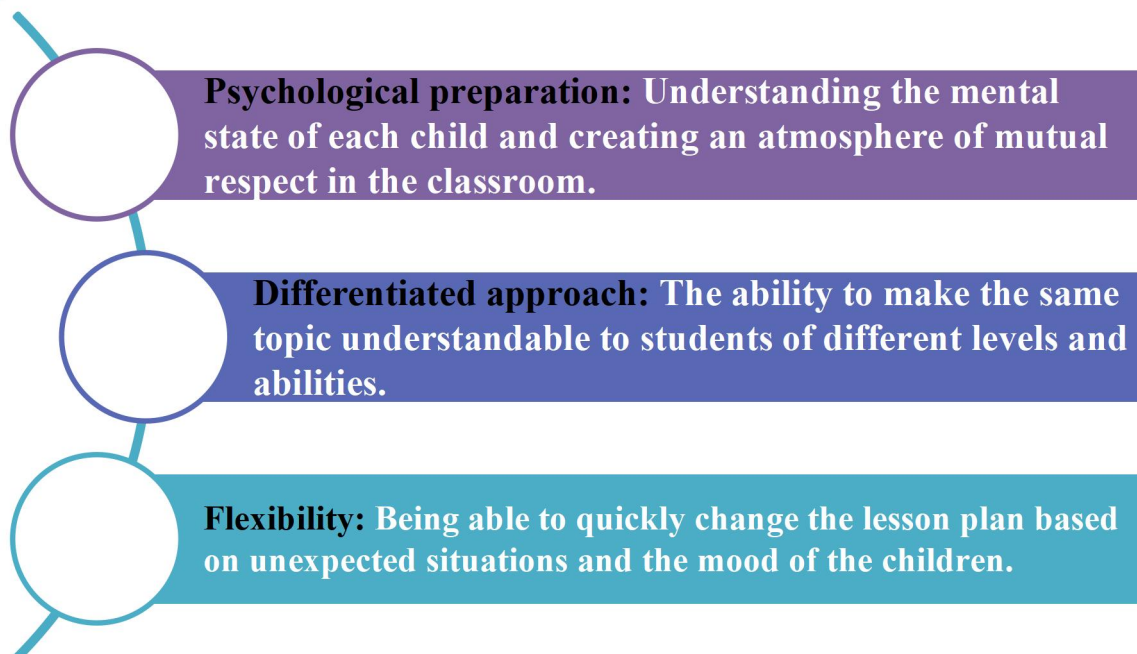


Figure 1. A teacher working in an inclusive classroom should not just be a lecturer, but a facilitator. His skills are manifested in the following:

In the development of inclusive education, priority principles and directions are of great importance. It is desirable that the educational activities of the school with special educational needs correspond to the educational activities, directions, and capabilities (physical, intellectual).

One of the knowledge barriers to preparing teachers for work in the inclusive education system is knowledge about the basics of implementing passive development and correctional work in their actions. Through this knowledge, the formation of relevant competencies in pedagogical activity in organizing the education and upbringing of children with special needs is achieved. In this regard, the organization of special trainings aimed at improving the psychological knowledge and pedagogical competencies of the teacher plays a particularly important role.

Analysis and results

The pedagogical skills of a teacher are determined not only by knowledge, but also by personal qualities. In inclusive education, such qualities as patience, kindness, tolerance, an individual approach, empathy are of great importance. In their work, a teacher should strive not only to “teach” the child, but also to “understand” and “accept”. One of the main components of pedagogical skills is reflection, that is, the teacher’s ability to analyze his own activities, identify shortcomings and achievements, and constantly work on himself. Also, a teacher who is able to use modern pedagogical technologies, interactive methods, and a differentiated approach achieves effective results in inclusive education. The effectiveness of inclusive education depends, first of all, on how the teacher organizes the lesson. If teachers treat students with trust, love, and care, each child will feel like a full member of society. In such an environment, children can fully realize their potential.

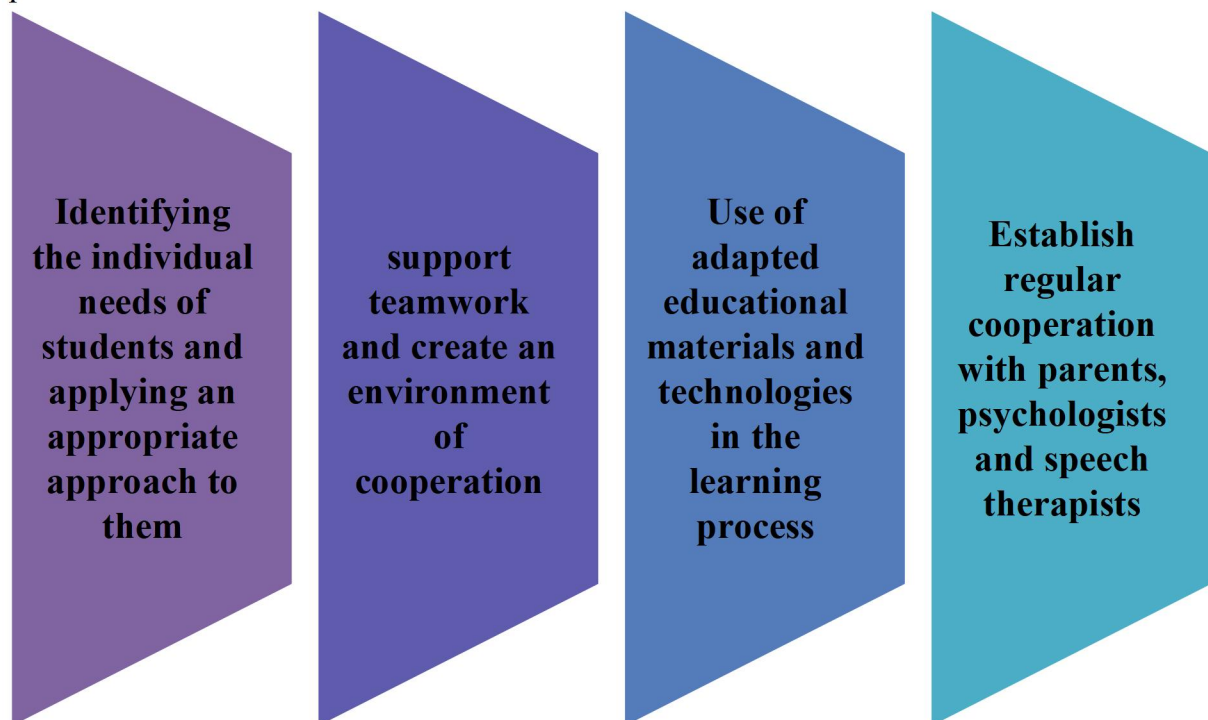


Figure 2. The components of teachers' professional competence for working in inclusive education include:

Conclusions and suggestions

In conclusion, in inclusive education, the teacher is not just a provider of knowledge, but also the main organizer of the educational process, a person who guides each child, preparing them for social life. His professional and personal skills are the main factor determining the success of inclusive education. Therefore, a modern teacher must constantly improve his skills through learning, exchange of experience, and the implementation of innovative methods. Inclusive education is an educational system based on the idea of humanity, which

recognizes the value of each person in society and provides him with the opportunity to develop. In general, innovative methods of training teachers serve to form them not only as skilled educators, but also as flexible, digital, psychologically sensitive and highly reflexive specialists who can organize a student-centered educational process. Through these methods, the teacher sees each student as a special value and becomes an active partner in creating his or her own path of development. The role of the teacher is to put this idea into practice. The content component of the pedagogical process in inclusive education is to ensure the variability of the content, taking into account the individual characteristics of children with special needs. In any society, children, who are the heirs of the future, are looked at with great hope that they will grow up to be worthy citizens who feel responsible and make a significant contribution to the development and prosperity of the state. As in many countries, in Uzbekistan, there are specially organized schools for children with disabilities, the task of which is to prepare them for special educational institutions and create conditions for their adaptation to social life.

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