

**CONDITIONS FOR DEVELOPING FUTURE TEACHERS' CAPABILITIES TO WORK  
IN INCLUSIVE EDUCATION**

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**Abstract:** The article defines the phenomenon of inclusive readiness as an educational effect, reveals its structural structure. It talks about the creation of conditions for ensuring the quality and effectiveness of inclusive education, the adoption and development of its ideas. It gives an idea of the conditions for the formation of the cognitive component of inclusive readiness of teachers.

**Keywords:** inclusive readiness, quality of education, cognitive component, inclusive education, pedagogical personality.

Currently, inclusive education is considered as the extension of education to a wide range of the population, the involvement of people in the general educational process, regardless of age, gender, health, ethnicity and religion, previous educational achievements, developmental lag or development.

In Uzbekistan, inclusive education is developing and is undergoing a process of formation in both secondary and higher vocational education institutions. At the state and regional levels, great work has been done to create a regulatory and legal framework for inclusive education.

Inclusive education is a process of educating children with disabilities using an educational program that meets their individual educational needs, provides special conditions, excludes any discrimination and ensures equal treatment of all children. The concept of inclusive education implies ensuring equal access to education for all learners in accordance with modern regulatory legal acts. The effectiveness of the approach to the education system, taking into account their individual educational needs and the diversity of individual capabilities, depends primarily on the training of qualified personnel.

Socially conscious pedagogical personnel are educators who know the age and psychological characteristics of students with various developmental pathologies, who are able to carry out constructive pedagogical activities, and who are able to form interaction between all subjects of the educational environment. The main requirements for the professional competence of teachers working in inclusive education are related to: performing new functions: the ability to independently and creatively select and use appropriate technologies for working with various technologies; the ability to organize effective pedagogical activities with educational groups, whether children with physical and intellectual disabilities, or children from different social groups living in a megalopolis or rural areas.

The basis is the formation of teachers' readiness to work in new conditions. Ensuring the quality and effectiveness of inclusive education, creating conditions for the adoption and development of its ideas. Such preparation includes pedagogical and psychological aspects. Researchers of the problems of psychological readiness of teachers for inclusive education identify the tasks of forming "emotional acceptance of children with special educational needs, motivational attitudes, moral principles, value-meaning attitudes of perception of others that determine the attitude to the idea of inclusion, adaptation to the "special" student, internal determination of the activity of the pedagogical personality" as primary tasks.

The pedagogical aspect of teachers' readiness to work in inclusive conditions is determined by the structure of education, the pedagogical activity itself (its constructive, organizational, reflexive, communicative components), as well as the professional and socio-personal competencies of the teacher. Thus, we can talk about the inclusive readiness of teachers, which is determined by the "special" conditions of professional activity - the conditions of inclusive education. The main "special" feature of the inclusive educational space is the following:

**Diversification is manifested in:** organizational conditions (non-repetition of the composition of the children's team, determined by the presence of "individual" children), in the content of education ("for each child - an individual educational program and its own educational direction), in the results of education (variability, completeness and depth of competencies formed in different children), in the multi-subjectivity of the educational space (participants in inclusive education are educators, ordinary and "special education" children, their parents, teachers-defectologists, employees of the socio-psychological services of educational institutions, etc.), in educational goals (the function of socialization, the function of forming the subjectivity of the individual and socially significant competencies comes to the fore). All this determines both the content of the professional activity of educators, and the content of their professional training and readiness to work in an inclusive educational environment.

Inclusive readiness is simultaneously defined as follows can be considered:

- 1) a disposition that is formed in relation to social objects directly included in the activity, that is, an attitude that can be distinguished into "attitude to the object" (a child with special educational needs) and "attitude to the situation" (professional and pedagogical activity in the context of educational inclusion)
- 2) basic social adaptation, since inclusive readiness is formed and manifested in a specific (pedagogical) sphere of activity, regulated by the entire system of social relations. Inclusive readiness is determined by the content and conditions of activity.

Both as an attitude and as social adaptation, it has a structural structure and includes cognitive, emotional, motivational-cognitive, reflexive and communicative components. Preparation is formed in the process of professional training, professional formation of a teacher and, accordingly, is considered an educational effect.

We can determine the formation of the cognitive component of inclusive training of teachers as follows:

In this case, we set ourselves the following tasks We need to:

- 1) substantiate the specific conditions determining inclusive education; the nature of the professional and pedagogical activity of the teacher, his readiness for work;

- 2) conduct a comparative analysis of the formation of the cognitive component of inclusive training of practicing students - future primary school teachers;
- 3) propose ways to organize targeted work on the formation of inclusive training of future teachers;

Inclusive training of teachers is a multi-component structure, one of the important components of which is the cognitive component. The cognitive component represents the intellectual readiness of the teacher to acquire theoretical knowledge, concepts, information systems in the field of inclusive education and their application in practical activities.

In the process of determining the formation of the cognitive component of inclusive training of teachers, it is advisable to carry out the following tasks:

1. Substantiation of the specific conditions determining inclusive education

-The effective organization of inclusive education involves a number of determined by social, pedagogical, psychological and organizational conditions.

-legal and normative foundations of inclusive education;

-psychophysiological characteristics of children with special educational needs;

-principles of a differential and individual approach;

modern requirements for the professional and pedagogical activities of a teacher.

Knowledge of these conditions ensures a conscious and responsible approach of a teacher to inclusive activities and is an important factor determining his professional training.

2. Comparative analysis of the formation of the cognitive component of inclusive training of practicing students - future primary school teachers

The cognitive component of inclusive training of future primary school teachers is determined based on the following indicators:

-level of knowledge of the concept and content of inclusive education;

-knowledge of working with students with special educational needs;

-perceptions of inclusive methods and technologies;

The results of the comparative analysis allow us to determine the level of preparation of future teachers for inclusive education, identify existing problems and develop ways to eliminate them.

3. To propose ways to organize targeted work on the formation of inclusive training of future teachers.

To develop the cognitive component of inclusive training of future teachers:

-introducing special subjects and modules related to inclusive education into curricula and programs;

- organizing practical exercises, trainings and seminars;
- active participation in inclusive classes in the process of pedagogical practice;
- consolidating knowledge based on problem situations;
- it is recommended to use modern pedagogical and information technologies.

In conclusion, inclusive training of teachers is one of the important requirements of the modern education system, in its structure of which the cognitive component is of particular importance. The cognitive component is determined by the teacher's theoretical knowledge and concepts of inclusive education, regulatory and legal frameworks, psychological and pedagogical characteristics of students with special educational needs, and the level of knowledge of inclusive education technologies.

During the research, it was found that identifying and substantiating the determining conditions of inclusive education is an important factor in increasing the readiness of teachers for professional and pedagogical activities. The results of a comparative analysis of the cognitive component of inclusive training of practicing students - future primary school teachers showed that their level of knowledge is insufficient, and there is a need to deepen the concepts of inclusive education.

The need to organize targeted, systematic and continuous work on the formation of inclusive training of future teachers was also substantiated. In particular, the introduction of special subjects and modules related to inclusive education into the educational process, practical exercises and training, and expanding the experience of working in inclusive classes during pedagogical practice serve as an effective tool for developing the cognitive preparation of teachers. In general, the formation of the cognitive component of inclusive preparation of teachers creates a solid foundation for their effective organization of the inclusive educational process, education taking into account the individual capabilities of each student, and professional activity at the level of modern educational requirements.

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