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SPECIFIC CHARACTERISTICS OF THE ORGANIZATION OF THE PROFESSIONAL ACTIVITY OF GENERAL SECONDARY EDUCATION INSTITUTIONS TEACHERS IN THE CONDITIONS OF INCLUSIVE EDUCATION

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ABSTRACT

The article reveals the problem of professional training of future primary school teachers to work in the inclusive environment of a comprehensive educational institution. Also, the methods of scientific research that are sufficiently used in solving the problem of formation of socio-pedagogical competence are highlighted.

KEYWORDS

Primary class, inclusive education, competence, professional skills, individual approach, foreign experience.

INTRODUCTION

At the current stage of development of the education of children with special needs, creating an inclusive educational environment has become a priority. In such conditions, all children study together in the public education system according to general education programs adapted to the needs of such a child.

Among the main steps towards creating an inclusive environment, the following are considered: abandoning stereotypical views of teachers, students and the educational process; creating an environment at school based on the ideas of inclusion; development of the school as a team; focus on cooperation rather

than competition; instill confidence in every member of the school team.

The necessary conditions for the formation of an inclusive educational environment in general educational institutions are as follows:

- recognition of the need to use different educational methods by the teacher, taking into account different educational styles, temperament and personality of individual children;

- adapting educational materials to use in a new way, supporting the child's independent choice in the classroom;

- using different options for grouping children;

- establishing and supporting cooperation between students;

- using a wide range of activities, practical exercises and materials appropriate to the child's developmental level.

The purpose of an inclusive environment is to focus on the development of the individual and meet the demands of the social environment and the expectations of the individual.

An educational environment is inclusive only when it has a number of characteristics:

- a planned and organized physical space where children can move safely during group and individual activities;

- existence of a comfortable social and emotional environment;

- conditions are created for children to work together and help each other to achieve a positive result.

All children are capable of success in an inclusive environment. Based on a comprehensive analysis of the literature on this issue, D. McGregor and Vogelsberg state the following advantages for children with special educational needs:

- in an inclusive environment, disabled children demonstrate a high level of social communication with other children without such disabilities;

- social competence and communication skills of children with special abilities improve in an inclusive environment;

- children with special educational needs study according to an individual curriculum, as a result of which the process of acquiring skills continues more efficiently and academic achievements improve;

- the social perception of children with special abilities is strengthened thanks to the teaching method with the influence of group work in inclusive schools

(working in groups, children learn to see a person, not his defect, and begin to understand that there is a lot

- friendships between children with disabilities and others without such disabilities often develop in an inclusive environment.

The implementation of the set goal should begin with the justification of methodological approaches to understanding the professional activity of teachers of general secondary education institutions working with children with special educational needs. The methodology of socio-pedagogical activity is determined by the system of basic rules, concepts, general and special methods of knowing objective reality and is presented by synthesizing philosophical, psychological, pedagogical, socio-pedagogical, medical theories. It is based on the analysis of scientific knowledge, research results and the activities of pedagogical staff. Therefore, its theoretical foundation is constantly changing, developing in accordance with the needs of the subjects of activity and society.

The development of a model of social-pedagogical activity of primary school teachers in the inclusive environment of a general educational institution is conditioned by the above analysis and is based on the understanding of the achievements, scientific developments and empirical experience of relevant disciplines (psychology, sociology, social work, philosophy, etc.) is based on Therefore, we consider

socio-pedagogical activity from the point of view of the interdependence of theory and practice, its implementation is mainly not in accordance with the actual principles, patterns, methods and forms of teaching schoolchildren, but in the non-standard conditions of science is carried out on the basis of applied interdisciplinary theoretical knowledge. Educational environment, personal creativity of the teacher and an intuitive approach to its implementation. Let's consider the concept of professional preparation of teachers of general secondary education institutions to work in an inclusive environment of an educational institution and the terms "expertise", which serve as a basis for developing a model of the process of formation of socio-pedagogical competence for it.

At the moment, in the Classification of Professions, the specialty "Inclusive education" and the qualification "Inclusive education teacher (inclusive pedagogue)" are not defined, the qualification characteristics of such a teacher and the model of his activity are not substantiated and disclosed, therefore, teachers are not recognized by the public. Professional preparation for working in the inclusive environment of educational institutions is considered from the perspective of the National Academy of Sciences specialty "Teacher of an inclusive general secondary educational institution".

As mentioned above, the professional activity of teachers of general secondary educational institutions differs from the activity of a teacher in an inclusive environment of a school, because raising different children is more complicated and more responsible. O. Budnik aims to create appropriate conditions for the successful socialization of students in the socio-educational environment of the school, assimilation of socio-cultural experience to prepare for self-awareness in society, interprets it as a type of professional activity aimed at helping children and their families.

Therefore, teachers who carry out socio-pedagogical activities in an inclusive environment, in addition to the main functions of education, indirectly perform several tasks that are unusual for them, for example: providing necessary services and advice aimed at socialization of schoolchildren and related disorders in children correctional, special educational needs directly implemented by medical and psychological services professionals at various levels.

Vitaly Bondar said that "inclusive education" is the process and result of teaching students with developmental disabilities in the general educational environment using special programs, creatively adapted teaching methods and methods. This includes the inclusion of students with developmental disabilities in the regular classrooms of the general education school [34].

At the same time, inclusive education researcher A. Kolupaeva and a team of like-minded people taught inclusive education in a general educational institution based on the principle of ensuring the right to education in the place of residence of children with special educational needs provides.

In the works of scientists, the main starting points of inclusive education are interpreted:

- in all cases, children with general development and special education needs should study together;
- schools should recognize and take into account the diverse needs of students, coordinate different forms and paces of education;
- the quality of education should be ensured by using sufficiently selected educational and methodical tools and specially developed teaching methods, resources and partnership relations with their communities;
- children with special educational needs should receive additional support that may be needed to ensure the success of the educational process.

In an inclusive environment, primary school teachers interpret social-pedagogical assistance to junior schoolchildren as providing a set of social-pedagogical actions aimed at solving problems of a social-pedagogical nature, in particular:

- creation of such cooperation, in which the educational process becomes a single functional system aimed at organizing mutual assistance and mutual understanding, which includes meeting the educational needs and interests of all subjects of interaction;
- the formation of new motives that create a state of identification with other subjects of the interaction of the educational process or a change in the motivational power of existing motives, attitudes and values;
- organization of communication aimed not only at the communicative cognitive process, but also at providing a comfortable emotional environment in the classroom, at the development of verbal and non-verbal behavior in an inclusive environment;
- to ensure a favorable character in the system of subject-subject relations, conditions for their socialization in order to positively develop the personality.

In the context of studying the specific features of the organization of the professional activities of teachers of general secondary educational institutions to work in an inclusive environment, the general educational institution determined the essence of social work. M.Lukashevich and I.Mygovich consider it the professional activity of social institutions, state and non-state organizations, groups and individuals in the absence of appropriate conditions in society or to help

people socialize. personal defects, their socialization becomes difficult.

A teacher of a general secondary educational institution should be qualified in all areas of socio-pedagogical activity: prevention; diagnostics; working with deviant, gifted children and working with families; working in inclusive education (O. Budnik), at the same time working in the inclusive environment of a general educational institution as mediator, socializer, protection, correction, compensation, psychotherapeutic and other functions.

S. Litvinenko's research shows that the socio-pedagogical activity of a primary school teacher is a structural dynamic set of purposeful socio-pedagogical activities carried out in a micro-society in order to support the development and socialization of children. The author says that his goal is to create an optimal educational and educational situation, to help the child in the process of socialization. The teacher highlighted its leading functions (analytical-diagnostic, organizational-communicative, social-prophylactic, protection-protective, corrective-rehabilitation, heuristic).

Achieving the goal of inclusive education in a general educational institution requires teachers to know the high moral standards of activity and behavior, the principles of truth, goodness, beauty and perfection,

and the harmonious combination of student and other interests. .

Thus, while studying the socio-pedagogical activity of primary school teachers in an inclusive environment, it is a multifunctional professional activity of a person authorized by the state, which is aimed at the implementation of education, upbringing and development we came to a conclusion. The introduction of inclusiveness into school practice requires elementary school teachers to change their personal psychology and form professional skills for the implementation of socio-pedagogical activities, to accept and implement the educational paradigm of inclusive education, to organize a new educational process requires the development of methods, teaching-methodical support, mastering of modern educational methods.

It can be seen that future primary school teachers need to improve their professional skills for this, therefore, during the period of study at a higher educational institution, they should master it at a high level, be prepared and ready. sure It is not provided for in the functional tasks, but it is able to implement large-scale socio-pedagogical activities thanks to inclusive education. In conclusion, determining the level of formation of socio-pedagogical competence of teachers of an inclusive general secondary educational institution is carried out using diagnostic tools as a product of professional training in a general

educational institution of higher pedagogical education, which tells us that students provides a wide range of indicators that describe the state of knowledge acquisition.

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