

CURRENT ISSUES OF DEVELOPING INCLUSIVE EDUCATION IN EDUCATION POLICY

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Abstract:

The article focuses on the pedagogical and psychological aspects of education for children with disabilities through inclusive education, provides information on the tasks carried out to the aamla on accelerating intellectual development, training of competitive personnel, effective organization of scientific and innovative activities, and the focus on educational processes and inclusive education today.

Keywords: The study of Inclusive Education is one of the New, most pressing problems in pedagogical science, the effective use of masterpieces of National Education, the upbringing of healthy and disadvantaged children as manic perfection, an individual attitude – the way to influence the student.

TA'LIM SIYOSATIDA INKLYUZIV TA'LIMNI RIVOJLANTIRISHNING DOLZARB MASALALARI

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Annotatsiya:

Maqolada inklyuziv ta'lim orqali imkoniyati cheklangan bolalarga ta'lim-tarbiya berishning pedagogik-psixologik jihatlari haqida to'xtalangan bo'lib, intellektual taraqqiyotni jadallashtirish, raqobatbardosh kadrlar tayyorlash, ilmiy va innovatsion faoliyatni samarali tashkil etish borasidagi aamlaga oshiriladigan vazifalar hamda bugungu kunda ta'lim jarayonlari va inklyuziv ta'limga berilayotgan e'tibor haqida ma'lumotlar keltirilgan.

Kalit so'zlar: Inklyuziv ta'limni o'rganish pedagogika fanida yangi, eng dolzarb muammolardan hisoblanadi, milliy tarbiya durdonalaridan unumli foydalanish, sog'lom va imkoniyati cheklangan bolalarning manaviy barkamol bo'lib tarbiya toptirish, individual munosabat – o'quvchiga ta'sir etish yo'li.

Аннотация

В статье затронуты педагогико-психологические аспекты воспитания детей с ограниченными возможностями посредством инклюзивного образования, представлены задачи по ускорению интеллектуального развития, подготовке конкурентоспособных кадров, эффективной организации научной и инновационной деятельности, а также информация об образовательных процессах и уделяемом сегодня внимании инклюзивному образованию.

Ключевые слова: изучение инклюзивного образования является одной из новых, наиболее актуальных проблем в педагогической науке., эффективное использование национальных шедевров воспитания, воспитание здоровых и малообеспеченных детей как нравственно совершенных, индивидуальное отношение – способ воздействия на воспитанника.

Introduction

The education of children in need of assistance in the field of education is always a pressing issue that is in the center of attention of society. Therefore, improving the skills of educators and specialists who teach them, providing them with the necessary modern manuals and equipment is also one of the steps taken to resolve this issue. The Presidential Decree "On the National Strategy for Action in the Interests of Children for 2021-2025" significantly increases the requirements for the professional activities of teachers. Currently, the introduction of the "Professional Standard of a Teacher" is expanding the range of requirements for the activities of pedagogical workers, including the education and training of children in need of assistance - knowledge of the characteristics of the psychophysical development of various types of children, special conditions and approaches to their education, as well as knowledge of how to adapt educational material taking into account the perception of children with disabilities and students with normative development, and the ability to manage their interaction in the educational process; Psychological and pedagogical support, assistance to children with special educational needs and their families is reflected in the "Comprehensive Program for Advanced Training of Pedagogical Personnel".

The development of inclusive education in Uzbekistan is outlined in the Law of the Republic of Uzbekistan "On Education" adopted on September 23, 2020, the Resolution of the President of the Republic of Uzbekistan "On measures to further improve the system of education for children with special educational needs" No. PQ-4860 (October 13, 2020), the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of regulatory legal acts on education for children with special educational needs" No. 638 (October 12, 2021), and the Concept for the development of inclusive education in the public education system in 2020-2025.

One of the current trends in education policy is the implementation of the ideas of inclusive education, which involves educating children taking into account the diversity of special

educational needs. According to statistics, the number of children with disabilities has increased significantly. Today, the fact that parents of children with disabilities are defending the rights of their children to receive quality education and social adaptation among their normally developing peers is an indication of the urgency of forming teachers' readiness to provide children with inclusive education. For many years, education of children with disabilities has been carried out in special (correctional) schools with the necessary conditions for teaching and correcting developmental disorders in children, and teachers working in such schools had special (defectological) education. In this situation, teachers of general education institutions did not have to improve their pedagogical experience to work with this category of students. The introduction of the Professional Standard for Teachers (2024) obliges all pedagogical workers to have special competencies in the field of inclusive education of children with disabilities - knowledge of the features of the psychophysical development of children with various types of disabilities, special conditions and approaches, knowledge of how to teach them, adapt educational material taking into account the perception of children with disabilities and normally developed students, knowledge of how to manage their mutual cooperation in the educational process, provide assistance to a child with special educational needs and his family together with specialists in psychological and pedagogical support, etc., which is reflected in the activities of the main areas of training teachers to educate students with disabilities.

Today, the need to include children with special needs in the educational process on an equal basis with their typically developing peers must be ensured. Therefore, at the current stage of the development of inclusive education, a special place is given to the system of advanced training at the main levels in the training of teachers for its implementation.

Despite the fact that various aspects of the problem of professional training of teachers for the implementation of educational inclusion are in the focus of attention of many scientists, it should be noted that research on the formation of teachers' readiness to implement inclusive education of children has not sufficiently studied the organizational and pedagogical conditions that affect the effectiveness of this process in the system of advanced training. Based on this, it can be said that the trends of the current stage of development of educational inclusion and the system of advanced training of teachers in the field of inclusive education have made it possible to form the following contradictions.

In particular:

- between the objective need of society for a teacher who successfully carries out professional activities in the context of inclusive education of children and the insufficient readiness of teachers to effectively implement inclusive practice;
- between the need to develop teachers' readiness for inclusive education of children and the insufficient development of methodological approaches and pedagogical technologies for its formation in the system of advanced training.
- between the identification and testing of a set of organizational and pedagogical conditions and technologies for developing teachers' readiness for inclusive education of children in the system of advanced training.

- The orientation of children to inclusive education in the education system directly depends on the teacher, and this process;
 - implementation taking into account modern trends in the development of the system of professional training of teachers for inclusive education of children;
 - changing the personal and professional experience of the teacher, successfully implementing his professional activities in the context of inclusive education of children;
- The technology for developing children's readiness for inclusive education is based on the principles of adult education, and training in additional professional programs is carried out at the stages of advanced training;

As a result, teacher training provides regulatory, legal, scientific, methodological and information support, consistency and continuity of this process on the basis of organizational and scientific pedagogical cooperation.

In accordance with current trends in professional training, the development of teachers' readiness for inclusive education of children, armed with processes for developing inclusive education of children, will be as follows.

First, the structural and dynamic features of the process of developing teachers' readiness for inclusive education of children in the advanced training system are determined.

Second, the process of developing and testing the technology for developing teachers' readiness for inclusive education of children in the advanced training system is established.

Third, the effectiveness of forming teachers' readiness for inclusive education of children in the advanced training system based on organizational and pedagogical conditions will increase.

It should be noted that the structural and dynamic features of the process of developing teachers' readiness for inclusive education should be established on the basis of the continuity and consistency of stages in terms of the integration of regional pedagogical potential. During the period of study under professional programs and during the period of interaction, advanced training is carried out based on the theory of andragogic education. The technology of developing teachers' readiness for inclusive education in the system of advanced training is based on the content of the content, on the basis of organizational and pedagogical conditions for the formation of teachers' readiness for inclusive education, which enriches the theory of adult education.

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