

CRITERIA FOR THE FORMATION OF INCLUSIVE COMPETENCE COMPONENTS OF FUTURE TEACHERS

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ABSTRACT

What is the inclusive competence of future teachers in this article and the criteria for shaping its components. With these criteria, it is possible to determine the extent of inclusive competence of the future teacher and to analyze the regulatory and legal documents adopted in my country regarding inclusive education.

Keywords: Inclusive education, students with disabilities, pedagogical competence, criteria, level, top level, lower level, middle level, zero level, motivational mechanism, reflective mechanism, operating mechanism, cognitive criterion.

INTRODUCTION

For each country and state, educating the younger generation of this state in accordance with educational standards that meet modern requirements is a step forward.

A number of initiatives have been undertaken in our country to provide government support to the disabled, to provide social assistance, to improve the quality of life, to provide them with all kinds of assistance in education and employment, and to pay special attention to the important needs and requirements of the disabled, taking into account the feelings of compassion and goodness that are unique to our people. PF-5270 of December 1, 2017, "On measures to fundamentally improve the system of government support for persons with disabilities", PF-5712 of April 29, 2019 on the concept of developing the public education system by 2030, PF-6018 of November 6, 2020, "Decrees on measures to improve education and science during the new development of Uzbekistan, Resolution PQ-4860 of October 13, 2020 "On measures to improve the education system for children with special educational needs," To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. is important. [1]

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These documents outline measures aimed at providing social support to children in need of special assistance, educating them, showing their abilities, abilities, and spiritual perfection by taking a place among healthy children, and today inclusive education is being elevated to the level of government policy. The formation and development of inclusive competence of future teachers is one of the outstanding issues.

The inclusive competence of prospective teachers is integrated personal education that determines the ability of future teachers to perform their professional functions in inclusive learning, taking into account the various educational needs of students, and provides for the

inclusion of a disabled child in the education system. It includes issues such as the environment of a general educational institution and creating conditions for its development and self-development.

The following criteria are based on the formation of inclusive competence of future teachers; motivational; cognitive; reflector; operation;

LITERATURE ANALYSIS AND METHODOLOGY

A criterion (Greek - a means of judgment) is a sign, a measure of how to evaluate, identify or classify, evaluate something on its basis. In a philosophical dictionary edited by L.M. Mitina. Rosental criterion is defined as a measurement of something, a means of verifying the truth or deception of a statement or hypothesis.[2] 3]

The criterion is usually expressed through indicators - results that can be observed and measured. When determining criteria, we take into account the general characteristics of pedagogy or the requirements for establishing them.

Thus, the criteria, in particular, must meet the following requirements:

- the criteria should be objective and help to evaluate the nature being studied in one sense, regardless of the will or minds of the subject;
- the criteria must contain important signs of the topic;
- relationships should be established between the system elements being studied ;
 - the criteria should reflect the dynamics of quality studied in the time and cultural and historical space. [4]

The inclusive competence of prospective teachers is a newly introduced concept, so prospective teachers should study the following as criteria for the formation of inclusive competence.

- motivational;
- cognitive;
- reflector;
- operational. [5]

Formation of a set of motivations that correspond to the objectives and functions of inclusive education. Indicators that reveal this criterion include the importance of integrating the disabled into society and the ability to choose their method of education; a steady focus on the introduction of inclusive education in secondary schools; motivations of various groups aimed at carrying out pedagogical activities in an inclusive educational environment (social, cognitive, professional, personal development and self-affirmation, well-being). [6]

RESULT

We have established four levels of motivational component formation: zero, low, medium and high.

When it comes to degrees, we understand the level of quality development.

Zero degree. The future teacher is dissatisfied with the problem of integrating the disabled into society; a negative attitude towards teaching children with different educational needs in a secondary school together.

Low level. The future teacher is interested in the problem of integrating the disabled into society; There is a cautious attitude towards jointly teaching children with different educational needs in a general education school.

Average level. The future teacher is keenly interested in the problem of quality and affordable education for disabled children; the right to choose their method of education is recognized; inclusive education is considered the most acceptable and effective for socializing disabled children, which depends on the level of pain and the creation of special conditions in a general educational institution, the realization of its humanitarian potential.

Top level. The future teacher is clearly aware of the importance of adding (inclusive) disabled children to society; the right to choose their method of education is recognized; inclusive education is considered the most acceptable and effective for socializing children with disabilities; and its humanitarian potential has been thoroughly implemented.

The formation levels of the cognitive component are as follows.

Zero degree. The future teacher does not have enough information about the problems and characteristics of children with disabilities ; There is no concept of inclusive education in secondary schools.

Low level. The future teacher has limited and scattered necessary knowledge of the problems and characteristics of disabled children, the peculiarities of working in an inclusive educational environment.

Average level. The future teacher will mostly correctly understand the problems and characteristics of students with disabilities; while in inclusive education it is generally true, although not adequately systematized about the specifics of working with children of different categories.

High level. Full, in-depth and systematic knowledge of the peculiarities of work in inclusive education is characterized by a deep knowledge of the psychological and social characteristics and problems of children with disabilities.

The formation levels of the reflexive component are as follows.

Zero degree. The future teacher does not seek to supplement the lack of knowledge and acquire the skills to perform inclusive education or develop inclusive competence .

Low level. The future teacher cannot adequately evaluate the results of his activities; does not notice the mistakes made at work; the desire to acquire skills and skills to replenish the lack of knowledge and to realize inclusive learning is scattered, but their lack is recognized.

Average level. The future teacher knows that knowledge and skills are inadequate, sees shortcomings in his work, but cannot always identify their causes. A person's desire to increase their level of inclusive competence is not adequately supported by working on themselves.

Top level. The future teacher will be able to analyze the experience of implementing inclusive educational ideas, his own experience in cognitive and quasiprofessional activities and the experience of other students, adequately evaluate the results of his or her work, notice his mistakes at work, and strive to see his mistakes in his work. fix them. The need to increase a person's inclusive competence has been formed.

The formation levels of the operating component are as follows.

Zero degree. The future teacher has not mastered methods of solving professional problems (preparing, educating and developing students) in inclusive teaching.

Low level. The future teacher has not mastered methods of solving professional problems (preparing, educating, and developing students) in inclusive teaching, but knows the need to master them.

Average level. The future teacher will have difficulty solving pedagogical problems that have mastered methods of performing specific vocational training in inclusive teaching but model professional activities in an inclusive educational environment, and they will gain experience in quasi-professional activities.

Top level. Methods and experiences of conducting specific professional activities in inclusive education have been developed by a future teacher in quasi-professional activities and teaching practices.

DISCUSSION

Criteria for developing the inclusive competence of a future teacher.

Motivation is the motivations of different groups (social, cognitive, professional, personal development and self-affirmation, personal well-being). Formation of a set of values, needs, motivations corresponding to the objectives and functions of inclusive education: understanding the importance of the problem of integrating the disabled into society and their ability to choose the method of education; a steady focus on the introduction of inclusive education in secondary school; motivations for different groups (social, cognitive, professional, personal development and self-affirmation, personal well-being).

Having the ability to think pedagogically in a cognitive-intellectual education environment:

- the availability of a special psychological, pedagogical, medical, social and methodological system of knowledge and experience in the cognitive hierarchy needed to work with children with disabilities in inclusive education;
- knowledge and understanding of the specifics, technologies and teaching methods of work in inclusive education conditions with children with different educational needs;
- knowledge and understanding of the problems of children with disabilities who are studying in conjunction with their normal developing peers.

Reflection - The ability to reflect cognitive and quasiprofessional activities in order to prepare for the implementation of inclusive education, as well as to reflect it in professional activities in an inclusive educational environment:

- analyze the implementation experience, the experience of their cognitive and professional activities and the experience of other students;
- to adequately evaluate the results of their knowledge and professional activities, to notice and correct their mistakes;
 - satisfy the need for professional and personal growth and increase the level of inclusive competence.

Operation - the availability of methods and experiences designed to solve specific professional problems (preparing, educating and developing students) in inclusive learning.

CONCLUSION

As you can see from this article, the following criteria are based on the formation of inclusive competence of future teachers: motivational; cognitive; reflector; operational. There are the following levels of these criteria: zero, low, moderate, high. Each level represents the extent to which future teachers are inclusively competent. Clearly, simply integrating the level of development of individual core competencies that constitute inclusive competence of prospective teachers cannot reveal its true level. In the process of professional training, it is necessary to take into account the gradual nature of the formation of inclusive competence of future teachers, which at each stage entails the superior formation of certain basic competencies.

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