

APPLYING EDUCATIONAL PRINCIPLES IN PREPARING FUTURE PROFESSIONALS TO WORK IN INCLUSIVE EDUCATION SETTINGS

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ABSTRACT

This article presents theoretical information on increasing the effectiveness of teaching the "Special Methodology of Mother Tongue Teaching" module in higher education. In particular, the principles of effective organization of lectures in higher education: "Priority of prognostic approach", "Personal orientation", "Situationality", "Communicativeness", "Variability" are highlighted, inclusive training.

Keywords: "Special Methodology of Teaching the Native Language" module, teaching effectiveness, theoretical knowledge, higher education, lecture classes, principles.

INTRODUCTION

In higher defectological education, the formation of professional competencies of future specialists in inclusive education, training in the effective use of special methodologies is a comprehensive process. Lectures on teaching the module "Special Methods of Teaching the Native Language" in a higher educational institution are fully based on general didactic principles: scientificity, consistency, sequence, coherence, relevance, clarity, thoroughness, connection of theory with practice, demonstrativeness, differential approach, individual approach, awareness.

In addition to the above general didactic principles, we have highlighted a number of principles that are relevant in practice. The principles of effective organization of lecture sessions on the module "Special Methods of Teaching the Native Language" in innovative education are as follows:

1. The priority of the prognostic approach. Planning the sequence of actions of the learner and the teacher with a view to the results.
2. Person-centeredness. Taking into account the interests, learning characteristics (auditory, visual, kinesthetic, discrete), experiences and unique individual characteristics of students in the pedagogical process.
3. The principle of situationality. Creating situations that allow for the rapid and complete assimilation of the information presented during the lecture. In addition, leaving various situations that occur during the lecture without negative consequences, but rather focused on mastering the topic. Creating an opportunity to master the laws of the language in teaching the native language by creating real-life situations. This principle requires models of imitation events that allow for direct understanding of the emotional aspects of the native language. It is advisable for a higher education institution's pedagogue to have a set of such models.
4. The principle of communication. This principle requires that the lecture session be conducted through dialogue based on mutual trust. Full mastery of the native language allows a person to express his thoughts orally and in writing in accordance with the speech

environment. The module "Special Methods of Teaching the Native Language" provides the student with the opportunity to acquire the knowledge, skills, qualifications and competencies necessary for both personal life and professional activity, in this regard, the teacher must explain to the students that each topic is a vital and professional need, and for this, dividing the lecture session we recommend into motivational, informational, instructive, reflexive stages, and organizing it with a purposeful selection of appropriate methods and tools for each stage will ensure the expected results.

5. The principle of variability. Today, variable approaches are given priority in the educational process. Variability is the presence of many options. In the lecture process, the teacher is required to prepare variations of methods and tools. The principle of individual orientation creates the need for variability. Whichever path the teacher chooses, the student must master the knowledge, skills, qualifications and competencies related to the subject. Not every student has the opportunity to master the subject in the same way, so the teacher, knowing the minimum threshold for the subject, is required to determine in advance the scope of information and the difficulty levels of educational tasks to reinforce them. In this process, one should not forget an important rule: "both the beginning and the end of the bus go to the same destination", that is, one should avoid talking about what one student knows at the "A" level in one subject, and another student at the "N" level in another subject. Unfortunately, in practice, such situations occur, that is, when the student is led to the conclusion that "of course, we need to give a certain grade". This is where the principle of variability comes in handy to prevent such situations.

The one-step-ahead principle. This principle prioritizes the activity of the teacher and the learner in the learning environment. To do this, the teacher presents the topics that are planned to be mastered in the near future for the module. In this case, students are invited to study the necessary information in their free time on a voluntary-compulsory basis. Giving the role of a teacher to students who are one step ahead of other students in the lecture further activates the learning environment and creates healthy competition in the process. When the teacher takes a step ahead, the students should be interested in what he is going to do and what task he will give next. This situation occurs when the same methods are used repeatedly. Repeatedly using the same methods bores the students, that is, they approach the lesson in a cold way, thinking, "Oh, let's do it again...". The way to prevent this is variation.

From the description of the principles listed above, it is clear that they intersect in a certain sense in the educational environment, that is, they are interconnected. Most importantly, the teacher should not forget about the necessity and relevance of these principles in the context of innovative education.

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