



# ON THE PROBLEM OF TRAINING TEACHING STAFF IN THE FIELD OF INCLUSIVE EDUCATION

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## INTRODUCTION

The modern education system in the light of modernization is undergoing significant changes. These transformations orient specialists to work with children with special educational needs in different directions.

Inclusive education, according to Yu.A. Gerasimenko [3], is recognition of the value of different categories of children (with special educational needs, different ethnic groups, belonging to a particular social group), their characteristics and learning abilities. It is important to note that the education system adapts to the child, not the child to the system. In connection with reforming the education system, it is necessary to resolve issues of quality education and social interaction of children, taking into account their individual characteristics; take into account the uniqueness of each child when developing an individual development plan and implementing the educational program. One of the priority components of work in this direction is the issue of human resources development.

Inclusive education declares equal starting opportunities for everyone, implies access to education for everyone equally, and involves adaptation to the different needs of all children. Inclusion is the joint education of children with special educational needs and normally developing peers within the same group, but along different educational routes.

The specifics of organizing educational and correctional work with children with developmental disorders necessitate special training for the teaching staff of a general education institution. Pedagogical workers of an educational institution must know the basics of correctional pedagogy and special psychology, have a clear understanding of the characteristics of the psychophysical development of children with disabilities, and the methods and technologies for organizing the educational and rehabilitation process of such children.

The right of every person to intellectual, social and physical development, to receive education, and to work in a specialty are enshrined in the “World Declaration on Education for All” and other international acts [1], in law Republic of Uzbekistan “On Education ” [ 2 ] .

## MAIN PART

The inclusive competence of teachers refers to the level of special professional competencies. This is an integrative personal education that determines the ability of teachers to carry out professional functions in the process of inclusive education, taking into account the different educational needs of students and ensuring the inclusion of a child with disabilities in the environment of the educational organization and the creation of conditions for his development and self-development. The structure of a teacher’s inclusive competence includes key content (motivational, cognitive, reflective) and key operational competencies, which are considered as components of a teacher’s inclusive competence.

Along with material and technical means, the creation of the necessary infrastructure, preparation for working with the specified category of students, teachers and psychologists, the formation of their inclusive competence . The formation of inclusive competence of teachers is one of the organizational conditions that ensure the inclusion of students with disabilities in society.

The inclusive competence of a teacher is a component of his professional competence and includes key content and functional competencies. To describe the holistic structure of a teacher’s competence as a set of general, basic, special and The following levels of private competencies are identified (Table 1).



**Table 1**  
**Teacher competency structure**  
 (presented by I. N. Khafizullina [4])

Levels of consideration	Types of competencies	Competency structure	
		Key content competencies	Key functional competencies
General human competence	General (universal)	Value-semantic General cultural Intellectual Information Personal self-improvement	Educational Communicative Social-professional Social-role
Professional teacher's competence	Basic (in a specific professional field)	Value-motivational Culturological Intellectual-pedagogical Information Professional and personal self-improvement	Operational: Diagnostic Prognostic Constructive Organizational Communication Technological Corrective Research
Special professional competence	Special (in specific operating conditions)	Motivational Cognitive Reflective	Operating
Private professional ed competencies	Private (aimed at solving specific professional s tasks)	Motivational Cognitive Reflective	Operating

The structure of inclusive competence (according to I.N.Khafizullina) includes key content - motivational, cognitive, reflective and key operational competencies, which must be considered as components of inclusive competence [4].

The motivational component of inclusive competence includes motivational competence, characterized by deep personal interest, a positive focus on the implementation of pedagogical activities in the context of the inclusion of children with disabilities in the environment of normally developing peers, a set of motives (social, cognitive, professional, personal development and self-affirmation, one's own well-being and etc.).

Motivational competence is defined as the ability, based on a set of values, needs, motives that are adequate to the goals and objectives of inclusive education, to motivate oneself to perform certain professional actions.

The cognitive component of the inclusive competence of teachers includes cognitive competence, which is defined as the ability to think pedagogically on the basis of the system of knowledge necessary for the implementation of inclusive education and the experience of cognitive activity, the ability to perceive, process in consciousness, retain in memory and reproduce at the right time information that is important for solving theoretical and practical problems of inclusive education.

The reflective component of the inclusive competence of teachers includes reflective competence, manifested in the ability to analyze one's own educational and professional activities related to the implementation of inclusive education, during which conscious monitoring of the results of one's professional actions and analysis of real pedagogical situations are carried out.

The readiness of teachers to work in conditions of inclusive education is considered through 2 main indicators: professional readiness and psychological readiness. Structure of professional readiness:

- information readiness;
- mastery of pedagogical technologies;
- knowledge of the basics of psychology and correctional pedagogy;
- knowledge of children's individual differences;
- the willingness of teachers to model the lesson and use variability in the learning process;
- knowledge of the individual characteristics of children with various developmental disorders;
- readiness for professional interaction and training.

Structure of psychological readiness:

- emotional acceptance of children with various types of developmental disorders (acceptance-rejection);
- willingness to include children with various types of disabilities in classroom activities (inclusion-isolation);
- satisfaction with one's own teaching activities [5].

Organizing inclusive practice is a creative process. The inclusive approach implies the need to change the educational situation, to create new forms and ways of organizing the educational process, taking into account the individual differences of children. Therefore, a teacher must have a special set of professional competencies that will allow him to implement inclusive practice.

## CONCLUSION

A modern teacher, when transitioning to new educational standards, must be prepared to carry out correctional work with children, which will consist, first of all, of the following:

- in understanding the psychological and pedagogical patterns and characteristics of the age and personal development of children with disabilities;
- in understanding the special educational needs of children with disabilities caused by deficiencies in their physical and or) mental development;
- in the ability to design



the educational process for the joint education of children with impaired and normal psychophysical development;

– in the implementation of individually oriented psychological and pedagogical assistance to children with disabilities, taking into account the characteristics of the psychophysical development and individual capabilities of children;

– to ensure that children with developmental disabilities have the opportunity to master basic educational programs; -in the implementation of various forms of education for children with disorders of psychophysical development;

– in the implementation of various methods of pedagogical interaction between all subjects of the correctional and educational process

– in the design and implementation of professional self-education on the issues of training, education and development of children with developmental disabilities in an inclusive educational environment.

But none of the listed methods will be effective if the teacher himself does not realize the need to improve his own professional competence. To do this, it is necessary to create conditions in which the teacher independently realizes the need to improve the level of his own professional qualities.

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