



PROSPECTS FOR THE DEVELOPMENT OF INCLUSIVE EDUCATION AND TRAINING OF COMPETENT PERSONNEL

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ABSTRACT

The article deals with the problems of the development of inclusive education and the training of competent educators. The issue of further improvement of work on the upbringing, rehabilitation and social protection of children with various developmental disabilities who need treatment and rehabilitation, as well as the creation of favorable conditions for their education was discussed.

KEYWORDS. *Inclusive, inclusive education, inclusive competence, future educators, children with disabilities, vocational training, professional competencies, pedagogical conditions.*

DISCUSSION

According to the United Nations World Health Organization, the fact that about 15 percent of the world's population has a disability, and that this figure is growing, encourages everyone to feel equal with others and work effectively to create opportunities for self-realization [4].

Therefore, in 2014, the theme of the International Day of Persons with Disabilities was called "Unity of all ages and equality". The goal is to create equal opportunities for all people, regardless of their physical condition. 40% of the population is under the age of 18 and 65% under the age of 30. The level of development of the protection system for children in need of social protection reflects the level of humane and spiritual and moral development of society, the legal obligations of Uzbekistan and international conventions signed by our country. Caring for the younger generation is one of the most important universal values. The development of inclusive education has become one of the important directions in this regard. This education enables children with disabilities to participate in community life, education and development.

In order to increase the effectiveness of measures to ensure the social protection of children with various developmental disabilities who need treatment and rehabilitation, our country has created state specialized educational institutions for children with disabilities.

Today, specialized state educational institutions for children with disabilities (hereinafter

referred to as specialized educational institutions) carry out the tasks of raising, correcting and treating children with various developmental disabilities who need treatment and rehabilitation, as well as assistance in their adaptation and integration into society.

At the same time, some problems and shortcomings in the education, rehabilitation and social protection of children with various developmental disabilities who need treatment and rehabilitation, as well as creating favorable conditions for their education are being solved, including further improvement of work:

the introduction of a differentiated approach to the organization of the educational process of students in specialized educational institutions, a sufficient focus of the educational process to correct shortcomings, the organization of the educational process, taking into account the specific characteristics of students;

Conducting construction, repair and technical work to strengthen the material and technical base of specialized educational institutions at the required level;

Professional training of students in grades 10-11 in specialized educational institutions, creating a wide range of conditions for them to work in their future profession, depending on their interests and abilities, the necessary equipment and raw materials for the specialized specialties of these educational institutions; teachers in the field of correctional pedagogy and defectology, as well as personnel with



higher education who have undergone appropriate retraining in the direction of activities of a specialized educational institution;

an effective organization of medical, rehabilitation, sanitary-hygienic and preventive measures aimed at improving the health of children in specialized educational institutions, the systematic organization of regular medical examinations of students;

the use of medical services by students of specialized educational institutions and provision of food on the basis of established sanitary rules, norms and hygiene standards;

Adequate provision of textbooks for students in specialized educational institutions, especially textbooks based on Braille for blind children [5].

It should be noted that, despite the urgency of the problem of integrating people with disabilities into society, the concept of inclusive education for children, based on the specific educational needs of students, is not sufficiently developed.

Students with a low level of inclusive competence do not show interest in integrating people with disabilities into society, but recognize differentiated education as an effective way to educate people with disabilities in special (correctional) educational institutions or in an individual home.

Students with moderately developed inclusive competence pay enough attention to the problem of openness and quality of education for children with disabilities, recognize them and the rights of their parents when choosing the right to education, consider inclusive education more convenient and effective in socializing children with disabilities. Have reliable, inadequate systematic knowledge about working specifically with different categories of children in an inclusive education environment. He believes that in the process of inclusive education it is necessary to master the techniques for performing specific professional actions.

Students with a high level of inclusive competence clearly understand the importance of including children with disabilities in society and their choice of teaching methods, recognizing inclusive education as a more useful and effective method of socializing children with disabilities [3].

The process of forming inclusive competence in future educators includes mastering the basic methods of diagnostic and correctional work aimed at the all-round development and socialization of children.

To carry out research tasks, the work is divided into three stages:

At the first stage, literature for study was selected together with members of the student scientific community, the bulk of which consisted of periodicals, journals and Internet resources.

At the second stage, the selected games and tasks were systematized and prepared in the form of handouts and manuals for use. Recommendations were given for each task. All prepared materials can be divided into 4 parts:

- 1) Psychological and pedagogical research of the child;
- 2) Correction of certain aspects of mental activity;
- 3) Formation and development of general educational skills and competencies;
- 4) The formation of oral speech and logical thinking. Approbation of individual correctional and developmental training at the third stage. In parallel, approbation work is underway and the interest of children in the lessons has grown significantly. Methodologists and students note an increase in the psychological development of children.

Ensuring the participation of students in inclusive practice is achieved through the development of reflection, the ability to learn in an inclusive learning environment, both quasi-professional and professional activities. In the course of pedagogical practice, future teachers showed personal interest, along with healthy children, including children with disabilities, their interest, readiness, self-motivation to engage in professional activities in an inclusive space. Thus, the development of skills for the implementation of specific professional tasks (education, upbringing and development of children) in the pedagogical process, the assimilation of methods and experience of pedagogical activities, the necessary pedagogical situations for the successful implementation of inclusive education, independent and mobile solution of pedagogical problems. methods for carrying out corrective and research activities.

Thus, we can conclude that it is necessary to expand the range of interests of students in the preparation of future teachers in the field of inclusive education and in the development of their inclusive competence. In the new conditions, this approach will help to realize oneself in the environment of inclusive education, preparing specialists for educational institutions, taking into account new opportunities and prospects, the requirements of the labor market.

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