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TEACHER SKILLS IN AN INCLUSIVE ENVIRONMENT: PROBLEMS AND SOLUTIONS

Tokhirova Dilshoda Inom kizi

University of Science and Technology

3rd-year student in primary education

Abstract: This article highlights the technologies for implementing inclusive education in educational institutions and preparing future educators for inclusive education. The content, tasks, and principles of inclusive education for children and adolescents with special needs, the needs for inclusive education, the tasks of international organizations in implementing this form of education, the legal foundations of inclusive education, the resource educator, and their tasks are noted.

Keywords: Inclusive education, integration, inclusion, innovation, IEP, disability, concept.

Introduction. One of the tasks set by the state and society is to create conditions for accessible and high-quality education for persons with disabilities and persons with disabilities at all levels of education. Currently, the transition to inclusive education has become one of the priority areas in the global education system. Inclusive education means the equal inclusion of children with disabilities in the general educational environment and the provision of high-quality educational and upbringing services taking into account their needs and capabilities. In recent years, great attention has been paid to the development of inclusive education in Uzbekistan. The core idea of inclusive education is that every child has the right to education and should be valued as a part of society, regardless of their capabilities. In an inclusive approach, children are not divided into "separate" groups; instead, conditions are created for everyone to study in one space, in one class.

Teaching children with special needs in the higher education system requires teachers to work with double responsibility.

Literature review. The concept of a "teacher's readiness to work in inclusive conditions" is interpreted by O.V. Bonin and Yu.V. Shumilovskaya in terms of personal qualities such as stable motivation for one's work and a conscious attitude toward it. E.V. Ketrish [3] complements this description with parameters such as the teacher's level of knowledge and professional skills, which allow them to make optimal decisions in a specific pedagogical situation. A.P. Smanzer [4] also emphasizes the need for a teacher to possess a stable set of motives for working with children with special educational needs, emphasizing knowledge of the specifics of inclusive education and student characteristics, as well as skills and competencies for the creative implementation of methods and forms.

In their work, A.P. Valitskaya and V.A. Rabosh consider the same characteristic as the ability to independently orient oneself in the modern socio-cultural situation based on value-based selection criteria and a clear understanding of the characteristics of a child's perception of the young (inclusive) world.

This approach is not contradicted by another term proposed by V.V. Hitryuk [6], namely "inclusive teacher training," which includes the pedagogue as a subject of professional pedagogical

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activity possessing a systemic integral quality that determines professional choice, orientation, behavioral strategies, and methods of professional-pedagogical activity in the context of inclusive education. This term is also used by O.A. Kozireva [7], who emphasizes that inclusive training allows the teacher to make decisions in an optimal, specific pedagogical situation. It should be noted that this term is used less frequently, although in our opinion, it has a broader meaning. In general, both concepts - "inclusive teacher training" and "readiness to work in an inclusive education environment" - can be considered the same, as they differ from each other only slightly in their definitions. It is located in the same spiritual space.

Analysis and results. A psychologist must work in an institution where inclusive education has been introduced. The activity of a psychologist is aimed at protecting the mental health of every child, eliminating and correcting deficiencies in their mental development. The institution's psychologist conducts a psychological examination of each child, conducts constant psychological and pedagogical studies, develops individual development programs, provides consultations to parents on raising a child with special needs in the family, and provides methodological assistance to the pedagogical staff of the inclusive educational institution on issues of psychological development.

Inclusive education is based on the following requirements:

- Creating equal opportunities in the educational environment;

- formation of an individual educational route;

- psychological and pedagogical support service;

- cooperation between parents, teachers, and specialists.

The main principles of inclusive education are manifested in the following:

Equality and justice are the individual needs of every child, so equal opportunities must be created for everyone.

Non-discrimination — exclusion and discrimination of children with disabilities are not permitted.

Individual approach - a separate developmental program is developed for each student.

The main goal of the teacher's activity is to provide assistance to students with special educational needs studying in higher educational institutions and their teachers.

- The teacher performs the following tasks:
- Determine the level of support each student needs and meet with them regularly based on their needs.
- working individually with students, observing them based on individual plans, helping them adapt to the curriculum, and teaching and evaluating them.
- Teachers provide information about the special needs and abilities of students.
- regularly discuss and evaluate the successes achieved by students.
- working in cooperation with teaching staff and parents;
- If necessary, invite students to other support associations (for example, seminars, doctors).
- recording individual activities conducted with teachers and students.

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- assisting each student in creating an individual curriculum in situations that do not meet the requirements of the standard curriculum;
- documentation and inventory of all available resources (educational literature, teaching devices, and other tools).

Taking into account the creation of conditions to improve the quality of inclusive education, including in order to create conditions for improving the quality of education of students with disabilities, their educational needs need to:

Within the framework of inclusive education, interactive methods and forms of education using new pedagogical technologies have been developed:

- development of teaching methodology and techniques for involving children with disabilities in the field of education;

- conducting annual monitoring of the status and development trends of continuous inclusive (integral) education;

- studying the international experience of the Republic of Uzbekistan for the education of children with general disabilities, including for conducting scientific research;

- development of a methodology for the upbringing and education of children in the context of integration or inclusivity in the field of education;

- creating methodological foundations for developing individual educational programs and implementing interactive methods within inclusive education using modern pedagogical technologies;

- methodological and software

In recent years, inclusive education in our country has risen to the level of state policy. In particular: In 2019, the "Concept for the Development of Inclusive Education" was adopted.

The staff of speech therapists, speech pathologists, and psychologists is expanding in schools. Inclusive groups are being opened in "Ilk Qadam," general secondary and higher educational institutions. Infrastructures such as ramps, Braille, and audio recordings are being improved.

These processes open broad opportunities for all children to receive a quality education. Benefits of inclusive education

For a child:

- Increased self-esteem and confidence;

- increased socialization;

- development of individual abilities;

- formation of social skills through communication with peers.

For the community:

- forming examples of tolerance and tolerance;

- achieving social justice and equality;

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- enhancing human resource potential;

- building an integrated society.

Inclusive education is not just about supporting a child during the learning process, but also serves to establish social equality, tolerance, and solidarity throughout society. Including children with disabilities in a general educational environment is the most correct way to enhance their quality of life, future social role, and opportunities.

Inclusive education (inklusive education) officially began to be introduced in Uzbekistan in 2020.

Here are the definitions and key steps: On October 13, 2020, a Presidential Decree No 4860 was adopted.

This resolution approved the "Concept for the Development of Inclusive Education for 2020–2025" and developed a "roadmap" for 2020–2021.

Conclusion. The main outcome expected from inclusive education is that every child, regardless of their capabilities, has equal access to education, develops their potential, and grows up to be a fully participating individual in society.

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