

DIDACTIC POSSIBILITIES OF INCLUSIVE EDUCATION IN PREPARING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS FOR PROFESSIONAL ACTIVITY

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ABSTRACT

This article analyzes the didactic possibilities of inclusive education in preparing students with special educational needs for professional activity. The authors reveal effective teaching strategies, pedagogical approaches in the process of vocational training, taking into account the individual characteristics, needs and capabilities of students studying in an inclusive educational environment. They also highlight the mechanisms for developing social adaptability, self-confidence, and independent activity skills in students through the use of modern didactic technologies, methods and tools.

Keywords: inclusive education, special educational needs, professional preparation, didactic possibilities, educational technologies, adaptive teaching, special pedagogy, vocational guidance.

ANNOTATSIYA

Ushbu maqolada alohida ta'lim ehtiyojiga ega o'quvchilarni kasbiy faoliyatga tayyorlashda inklyuziv ta'limning didaktik imkoniyatlari tahlil qilinadi. Mualliflar tomonidan inklyuziv ta'lim muhitida ta'lim oluvchi o'quvchilarning individual xususiyatlari, ehtiyojlari va imkoniyatlarini hisobga olgan holda samarali o'qitish strategiyalari, kasb-hunar o'rgatish jarayonidagi pedagogik yondashuvlar ochib beriladi. Shuningdek, zamonaviy didaktik texnologiyalar, metodlar va vositalarning

qo'llanilishi orqali o'quvchilarda ijtimoiy moslashuvchanlik, o'ziga bo'lgan ishonch, mustaqil faoliyat olib borish ko'nikmalarini shakllantirish mexanizmlari yoritiladi.

Kalit so'zlar: inklyuziv ta'lim, alohida ta'lim ehtiyojlari, kasbiy tayyorgarlik, didaktik imkoniyatlar, ta'lim texnologiyalari, moslashuvchan o'qitish, maxsus pedagogika, kasbga yo'naltirish.

АННОТАЦИЯ

В статье анализируются дидактические возможности инклюзивного образования в подготовке обучающихся с особыми образовательными потребностями к профессиональной деятельности. Авторы раскрывают эффективные стратегии обучения, педагогические подходы в процессе профессиональной подготовки с учетом индивидуальных особенностей, потребностей и возможностей обучающихся в инклюзивной образовательной среде. Также выделяют механизмы развития социальной адаптивности, уверенности в себе, навыков самостоятельной деятельности у обучающихся посредством использования современных дидактических технологий, методов и средств.

Ключевые слова: инклюзивное образование, особые образовательные потребности, профессиональная подготовка, дидактические возможности, образовательные технологии, адаптивное обучение, специальная педагогика, профориентация.

Today, the education system is considered an important institution that serves to fully realize human potential all over the world. In particular, the issue of creating equal conditions in society for students with disabilities and special educational needs is becoming increasingly urgent. In the higher education system of our republic, a normative framework has been created for introducing advanced global trends in the process of teaching modules, strengthening mutually beneficial cooperation in the system of continuous education, integrating goals, and introducing innovations into the

educational process. Tasks such as “Forming an effective system of supporting persons with disabilities, improving their quality and standard of life” have been set. As a systematic continuation of these tasks, the introduction of a cluster approach into practice has become a priority issue. “Improving the quality of various educational services based on the integration of science, education, and production, individualizing and diversifying the content of education” have been set as priority tasks.

The inclusive education method creates a convenient opportunity to ensure the full participation of all children in the educational process, regardless of their mental and physical condition. In particular, it creates opportunities for children with special needs to communicate with others, grow up to meet the requirements of the social environment, acquire skills to meet their daily needs, adapt to life and study in general education schools on an equal basis with healthy peers, establish friendly relations with them, master lessons on time, and approach tasks responsibly. With this in mind, this monograph aims to substantiate the specific signs of effectiveness of inclusive education, identify the necessary pedagogical and psychological approaches to its implementation in the continuous educational process from the family, preschool institutions to higher education. The main didactic principles of inclusive education are as follows:

1. The principle of educationalism - in the educational process, it is important not only for students to receive knowledge, but also to be educated. This is especially important for socialization and personal development of children with disabilities.
2. The principle of scientificity and systematicity - the knowledge provided should be scientifically based, consistent and systematic. This creates the basis for the formation of a worldview in the student.
3. The principle of uniform didactic requirements - the same requirements are imposed on all students, but they are adjusted to their needs. For example, the complexity of the material, the pace of teaching may differ.

4. The principle of an approach appropriate to emerging needs - the teacher selects teaching methods depending on the needs of each student. This strengthens the individual approach.

5. The principle of developing activity and independence - it is important for students to actively participate in the learning process, ask questions, and form the skills to solve problems.

In inclusive education, these principles are applied in a harmonious way, and each child is actively involved in the learning process according to his or her abilities. Therefore, the correct application of didactic principles increases the effectiveness of teaching in an inclusive environment.

It is important to compare, record and emphasize each discussion of children's achievements with their previous achievements. When conducting various and psychological tests with students, do not ask questions about the child's race, social background, gender and disability. Teachers' work and their achievements should be demonstrated in all areas of school and extracurricular activities. It is also very effective to use examples of the creativity of children with disabilities in preparing materials for lessons. Based on the research and studies conducted, inclusive educational technology can be defined as follows: "Inclusive educational technology (ITT) is a process of implementing pedagogical and psychological aspects of education in accordance with modern requirements, using a systematic, individualized, and changing special curricula, materials, tools and methods for children and young people in need of special assistance in the continuous education system."

As a result of the introduction of inclusive education from the family to preschool educational institutions, general education schools, vocational colleges and higher educational institutions, it has become clear that the general attitude towards people with disabilities is changing. This can serve as a factor in their success in life. Inclusive education allows children with disabilities to actively and regularly participate in all activities of the general education process. As a result, the formation of stereotypes is prevented, and the individual assistance provided does not isolate children with

disabilities from society. They have the opportunity to generalize the skills they have acquired. The inclusive education strategy, developed for people with disabilities and systematically implemented in society, ensures the continuity and continuity of education. Family - kindergarten - school - vocational college - employment - this system will allow parents in the future to bring their children with disabilities to general education institutions and higher education institutions without fear and without fear.

Inclusive education is so much more than the concept of formal education wide. In this education, more children with disabilities are worked with. What qualities should an inclusive school teacher and an inclusive kindergarten educator meet? The professional skills of a teacher are a key factor in inclusive education. Nowadays, a teacher must have an inclusive mindset and take responsibility for the quality of education. The main criteria for the quality of teachers' work in inclusive education are the protection and respect of the rights of all children, regardless of their category of students. Another quality is the ability to establish cooperation. Because cooperation and mutual exchange of ideas are important for teachers. A teacher should systematically evaluate his/her performance, regularly improve his/her skills, and have the ability to use leadership and management skills, solve problems together, and establish comprehensive school cooperation in order to work effectively with disciplined and inter-institutional groups of children with special educational needs. As is known, in inclusive education, children with special educational needs are grouped together with all children according to different abilities for a specific purpose.

While special education is implemented based on mental and physical appearance, inclusive education is determined according to the abilities and capabilities of the child. While special education is taught through special and alternative programs of education, inclusive education is taught based on a child-centered and adapted, guided, and universal curriculum. A particularly important aspect of inclusive education is that children and teachers learn from each other and solve problems together. This education should not be one-sided. Family involvement is important in building self-confidence, developing skills and abilities, and encouraging learning from a young age

in a child with disabilities. Working with parents is also important in the process of inclusive education.

It is worth noting that it is necessary to explain to parents with special needs that their children have the right to be part of society, to instill this confidence in their minds. Special attention is paid to this issue in the education system of our country. An example of this is the Resolution of the President of the Republic of Uzbekistan on measures to further improve the system of education and upbringing of children with special educational needs, adopted in October 2020. According to it, inclusive education will be introduced as a pilot project in one school in each of the cities and districts of Tashkent. Primary basic classes for children with special educational needs will be opened in one school in the Republic of Karakalpakstan, regions and Tashkent.

Inclusive education has both advantages and disadvantages. For example: the lack of teachers, psychologists and other specialists necessary for children with special needs, the lack of equipment of educational buildings based on the capabilities of children with special needs, the lack of special classes, etc.

The further development of inclusive education in Uzbekistan once again reflects the social equality of all citizens. At the heart of inclusive education lies a great feeling called HUMAN DIGNITY. After all, as our President emphasized: "Human dignity is greater than all things."

Inclusive education is a state policy that represents the inclusion of children and adolescents with special needs in the general education process, aimed at eliminating barriers between disabled and healthy children, adapting them to social life, regardless of developmental disabilities or economic difficulties. The term "inclusive education" comes from the French word "inclusive", which translates as "includes" and refers to the joint education of people with special needs and conditionally healthy, that is, people with no health limitations. The content of inclusive education knowledge and information about the essence of inclusive education is still insufficient in society. Inclusive education ensures that children with special needs receive education on an equal basis with children with normal development. That is why it is important. The

process of inclusive education is organized in such a way that people with different intellectual, physical and mental characteristics receive the necessary knowledge and skills together with their peers who do not need special education. Inclusive education opens up the opportunity for children with special needs to receive equal education with healthy children. UNICEF is engaged in the issues of introducing inclusive education into the education system of Uzbekistan. The task of inclusive education is to provide quality education to all children, regardless of their abilities and status. At the same time, the principle of inclusion implies that children with disabilities should live in families and receive education in regular schools together with their peers in order to have positive mental and social development. An inclusive education system ensures that a child in a wheelchair can receive education at a nearby school, receive special help to learn to read and write if they are struggling, and provide appropriate support to return to school if a child has missed classes.

The evolution of the inclusive approach in education was based on a change in society's understanding of disability: the medical model, which provided for the isolation of people with disabilities, which existed until the mid-1960s, was replaced by a normalization model, which lasted until the mid-1980s. This model provided for the integration of people with disabilities into society. N.V. Borisova, S.A. Prushinsky emphasize that, according to the social model on which inclusive education is based, “the cause of disability is not only the disease itself, but also the existing physical (social structures and procedures) and organizational (attitudes) barriers, stereotypes and misconceptions in society.” According to S.V. Alekhina, “inclusion is a social concept that implies the same understanding of the goals of humanizing social relations and recognizing the rights of persons with disabilities to receive quality education together.” Inclusive education is considered in the most general sense as a new promising strategic direction of educational policy and practice, which is most closely related to the general educational foundations.

The international experience of developing an inclusive education system has been implemented since the 1960s to the present day as a strategy characterized by a

long-term, consistent, continuous, phased and integrated approach. An analysis of the experience of implementing inclusive education abroad has shown that its development in different countries began with the formation of a civic attitude aimed at realizing the rights of children with disabilities to education, developing regulatory and legal documents, and discussing the problems of organizing inclusion in interested circles.

According to N.N. Malofeyeva, only after these stages can the transition to the practical application of the ideas of inclusive education be carried out. In the process of introducing inclusive education, there are not only the difficulties of organizing a barrier-free environment: the presence of ramps, the one-story design of the school, the re-equipment of common areas, the inclusion of specialist defectologists in the staffing table, but also difficulties of a social nature, “which consist in widespread stereotypes and misconceptions, including the readiness or refusal of teachers, students and parents to integration.” In this regard, the implementation of the ideas of inclusive education in practice implies, first of all, the recognition by the school community of the values of inclusion, the realization of the need for development of each child, regardless of his “initial” capabilities, and the need to support individuality.

The role of inclusive education in preparing students with special educational needs for professional activity is incomparable. The development and implementation of the concept of inclusive education creates new opportunities for preparing the younger generation for social life.

Inclusive education serves not only to support children with disabilities, but also to humanize the entire education system, to fully realize the potential of each child. It defines the main principle as respecting the individuality, independent opinion and capabilities of the individual. When considering international experience, in particular, the example of the USA, Great Britain and European countries, continuity, systematicity and an integrated approach play an important role in the development of inclusive education.

It was also noted that the quality of inclusive education can be improved through the effective use of didactic opportunities, strengthening pedagogical and

psychological support, and establishing cooperation with families and society. In particular, adapted educational materials, technical means, differential approaches and psychological and pedagogical support serve to increase the effectiveness of teaching in an inclusive environment.

In conclusion, the inclusive education system has become an integral part of Uzbekistan's education policy and is opening new doors of life for children with disabilities. To further develop inclusive education, it remains an urgent task to improve conditions in educational institutions, train qualified personnel, eliminate social stereotypes, and actively cooperate with parents. This will create the basis for the formation of a just and prosperous society in which human values and rights are a priority in the future.

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