

# MODERN APPROACHES TO THE FORMATION OF INCLUSIVE EDUCATION COMPETENCIES IN OLIGOFRENOPELAGOGUES

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## ABSTRACT

This article talks about the organizational and pedagogical aspects of the formation of inclusive competencies in future oligophrenopedagogues in the processes of education and society becoming more inclusive in higher education institutions.

## INTRODUCTION

In recent years, processes of active transition to inclusive education have begun at all stages of the education system in our country. This indicates that the society of Uzbekistan, like all highly developed countries, is on the way to an inclusive society. Inclusive education is one of the main conditions and factors for the active and effective establishment of an inclusive society. That is, "inclusion is a process. Inclusive education is a process that contributes to achieving the goal of social inclusion" [1].

"We have set the priority task of providing the people and their interests at the center of the state policy being conducted in Uzbekistan. It is clear to all of us that this policy will not be limited to one year, it will continue forever" [2], said the head of our state, Shavkat Mirziyoyev, in his address to the Oliy Majlis and the people of Uzbekistan on December 20, 2022.

In recent years, the active introduction of inclusive education into the education system of our country, among its theoretical and practical problems, has turned the issue of inclusive education competencies, or in other words, the formation of inclusive competencies of specialists working in this field, into one of the urgent problems of national special pedagogy.

Before arriving at the definition of the concept of inclusive competences and its interpretation, it is necessary to have a sufficient idea of the concepts of "inclusion" and "inclusive education". In recent years, the active development of inclusive education around the world, the growth of efforts to introduce it, at the same time, also affects the development of its theoretical problems and research.

It can be seen that there are different definitions in terms of form and content in modern scientific interpretations of inclusiveness. In particular, L.V. Goryunova defines "inclusion" as a modern term "reform of educational institutions and redesign of classrooms in a way that meets the needs and requirements of all students without exception", "increasing the quality of life, realizing the

rights of citizens to receive quality and affordable education, their social adaptation and integration into society notes in his research as one of the serving conditions" [3].

I.A. Deltsova connects inclusive education with the ideas of humanism and "in inclusive education, humanitarian ideas are most vividly and effectively implemented, where the main efforts of teachers are to create favorable conditions for self-development and self-realization in harmony with the individual and society. focuses on creation", writes that "to achieve this result, modern teachers have the opportunity to choose appropriate pedagogical technologies, and the selection criterion becomes an effect that strengthens the differentiation and individualization of the educational process" [4].

In modern studies, special attention is paid to the issues of inclusive competence of future specialists, that is, defectologists, including oligophrenopedagogues, and this competence is recognized as one of the important conditions for quality and effective implementation of inclusive education.

S.V.Alyokhina, O.S.Kuzmina, Yu.V.Melnik, etc., who conducted active theoretical research in this field in the following years, the professional competence of the teacher of inclusive education is directly related to the value system that allows determining what is important and necessary in the educational process of a general educational institution. showed, led to the conclusion that the teacher should not only have knowledge of special pedagogy and correctional psychology, but also, first of all, should adopt the philosophy of inclusive education [5]. It will also be necessary to reconsider the functional purpose of inclusive education and the role of the pedagogue in the process of forming the foundations of real inclusive education.

The components of the inclusive competence of direct pedagogues are presented in different versions in different

studies, and most authors classify them into motivational, cognitive, reflexive and operational components.

In general, these definitions indicate that inclusive competencies include more specific professional competencies, flexibility in work, orientation to the individual, his motives and values, reflexive abilities [6].

In modern definitions, one of the most important steps towards the teacher's readiness for inclusive education is the need for a positive attitude related to the interests and motivations of implementing the inclusive process, interest in this activity, acceptance and a value-based approach.

Psychologically, interests determine the motivation of a person in the process of developing his position, and based on the fact that motivation is directly related to the value system that a person has, it is first of all necessary for pedagogues to engage in inclusive education, in which the pedagogue knows his own needs and values, taking them into account during the course of his knowledge and skills. should be able to implement and improve [7].

That is, only when the pedagogue first shows goodwill towards inclusive education and feels spiritual, material, spiritual and social interest in carrying out activities in it, the remaining components will be actively and consistently formed.

At this point, far from the idea of enumerating all inclusive competence groups or giving them separate definitions, we considered it necessary to present the following competences, enriching and developing the definitions of N. Nazarova, one of the well-known scientists of this field [8].

Cognitive competence represents a set of theoretical and methodological knowledge about the specific characteristics of teaching children with special educational needs and the organization of the educational process in inclusive education, formed in the process of higher education or retraining. This competence is determined by the scientific and professional-pedagogical knowledge of innovative processes in the field of special pedagogy, that is, knowledge of the relevant normative legal documents related to the field, development of the child's personality, pedagogical and psychological aspects of inclusive education and training, anatomical, physiological, age, psychological aspects of different categories of students. and includes knowledge, skills and abilities such as awareness of individual characteristics.

Operational competence consists of practical skills (organizational-management, communication, research and research) and professional experience, as well as increased competence in the work process, learned and created innovations, necessary for successful teaching and upbringing of students in an inclusive environment.

Organizational-pedagogical competence is defined as the ability to perform specific professional tasks in the educational process. Organizational competences consist of the mastered methods and experience of pedagogical activity necessary for the successful implementation of inclusive education, solving pedagogical situations, independent and mobile methods of solving pedagogical problems, working on oneself and carrying out research activities.

Reflexive competence is the ability to reveal professional pedagogical activity and its results more and more effectively than others and to strive for it. In this component, the pedagogue is also expected to further develop his narrow specialist knowledge and demonstrate his professional growth through a creative and innovative approach to activity.

In our opinion, in addition to these components, in the process of inclusive education, the teacher has not only organizational-pedagogical, but also

organizational-management competence should be present. The reason is that at the beginning of inclusive education in every educational organization

based on socio-pedagogical conditions, opportunities, and at the same time, it will be necessary to introduce it on the basis of general normative-legal, pedagogical and methodical recommendations. At this time, each pedagogue is required to have unique management, organizational and initiative skills.

In general, inclusive competence of teachers indicates the level of special professional competences and is an integrated personal

education that determines the ability to perform professional functions taking into account the various educational needs of students in the process of inclusive education and ensures the child's adaptation to the environment of the educational organization. The structure of the teacher's inclusive competence includes the main content (motivational, cognitive, reflective) and the main operational competences, which are considered as components of the teacher's inclusive competence [9].

Training qualified personnel for inclusive education is one of the conditions for quality and effective improvement of inclusion. At the moment, it is necessary to solve this issue both organizationally and methodologically.

Today, in many countries, the readiness of teachers to work in the context of inclusive education is considered through 2 main indicators: professional training and psychological training.

In this case, professional training consists of the following components:

- information, media readiness;
- knowledge and ability to use pedagogical and special pedagogical technologies;
- know the basics of special psychology and correctional pedagogy;
- readiness to adapt to learning process and lesson modeling and change;
- to know the individual characteristics of the development of children with different special educational needs;
- preparation for professional and social cooperation in education.

The structure of psychological training consists of the following:

- psychological and spiritual preparation for working in the field of inclusive education;
- state of emotional reception of children with special educational needs of various types;
- to include children with special educational needs of various types in the educational process and know the psychological methods of working with them;
- feeling of satisfaction with his pedagogical activity in inclusive education [10].

Specialists who carry out their main activities directly in the conditions of inclusive education are students studying in higher educational institutions of pedagogy today, that is, future oligophrenopedagogues, and the formation of inclusive competencies in them is one of the urgent issues facing higher education.

The results of our observations, conducted interviews and study of teaching-methodical documents among students of special educational institutions of higher educational institutions of pedagogy showed that in the process of training future specialists, including oligophrenopedagogues, they have a number of problems in the formation of competencies necessary for the process of inclusive education, which is one of the main directions of their future activities. Including:

- the fact that inclusive education is still new for the educational system (including oligophrenopedagogy), due to the continuing reforms in the process of training pedagogues in this direction, new problems and issues have not been fully expressed in full-fledged curricula and programs;
- insufficient separate curriculum or interdisciplinary integration for the formation of inclusive competencies in the training of oligophrenopedagogical specialists;
- the topics related to the formation of inclusive competence are not researched within the framework of qualification graduation theses, as well as master's theses, and in general, they are not defined as a separate direction in the scientific research plans of higher education institutions;
- there is a need to create training manuals for students on inclusive competencies in general or on their individual components.

It is known that the inclusive approach implies the need to change the educational situation, to create new forms and methods of organizing the educational process, taking into account the individual differences of children. Therefore, we believe that future specialists should acquire the following competencies during higher education:

- to understand the psychological and pedagogical laws and characteristics of young and personal development of children with special educational needs;

- understanding the special educational needs of children with special educational needs caused by physical or mental developmental disabilities;

- the ability to design an educational process for joint education of children;

- implementation of individually oriented psychological-pedagogical support for children with special educational needs, taking into account the characteristics of children's psychophysical development and individual capabilities;

- to ensure the possibility of mastering educational programs for children with special educational needs;

- implementation of various forms of education;

- implementation of various methods of pedagogical interaction between all subjects of the correctional, educational and educational process;

- development and implementation of the content of personal professional education in the issues of education and development of children with special educational needs in an inclusive educational environment.

Based on the above, we believe that special importance should be paid to the following in the process of training future inclusive education specialists in pedagogic higher education institutions:

1. To introduce a separate "Inclusive Pedagogical Competences" curriculum for students of special pedagogic disciplines of higher educational institutions of pedagogy, as well as to develop separate models of competence training for future activities according to the categories of children with general and special educational needs;

2. Preparation of educational and methodological manuals for inclusive education pedagogues in the column "Inclusive education pedagogue" based on the directions of educational organizations. Effective use of work experience of foreign countries, including non-state educational and rehabilitation centers working with disabled children;

3. To conclude cooperation agreements between higher education institutions of pedagogy and general education schools where inclusive education has been introduced on the organization of professional and pedagogical practice of students of oligophrenopedagogy, as well as ensuring employment after education.

4. Attachment of inclusive educational institutions to special educational faculties and departments of pedagogical higher educational institutions and the attachment of department heads and experts with academic degrees to the directors of institutions as "Inclusive Education Consultants";

5. Organizing seminars, trainings and student conferences on "Culture and pedagogy of inclusive education" with the participation of scientists, researchers and qualified experts in the field for graduate students.

5. Inclusion of topics related to inclusive competence in undergraduate coursework, graduation qualification work, and master's dissertation topics, including.

In general, during the implementation of the above measures, the essence of inclusive education, the problems of working with children with special educational needs in the current situation, the features of the organization of special education systems in different countries and the processes of inclusive education, the purpose, tasks, and characteristics of educational activities in inclusive education will be taught to future specialists. , conditions, problems and prospects of the introduction of inclusive education in Uzbekistan, the essence of the inclusive competence of the pedagogue, the characteristics of the pedagogue's activities in the conditions of inclusive education, modeling pedagogical situations and solutions, the quality of preparation for pedagogical activities, it is necessary to provide the necessary knowledge and skills.

In a word, consistent work is being carried out in our country in accordance with the principle that people with disabilities are full members of society, the compliance of national development strategies and programs with the UN "Millennium Development Goals", as well as international legal documents on the rights of

persons with disabilities consistent implementation of principles and standards is a clear indication that our country is on the way to building an inclusive society in the future.

In conclusion, pedagogical competence is one of the important factors and criteria affecting the quality and results of inclusive education. Pedagogical competences effectively formed in direct teachers allow to fully achieve the general goals of inclusive education and fully implement their tasks. will be.

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