

DIDACTIC MODEL OF DEVELOPMENT OF INCLUSIVE COMPETENCE OF FUTURE SPEECH THERAPISTS

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ABSTRACT

In this article, the problem of the didactic model of developing the inclusive competence of future speech therapists is studied. Together with this, the components of readiness for inclusive education and inclusive competence are described, the ideas, essence, principles, opportunities and social importance of inclusive education are discussed. Based on the competence approach, the main content directions implemented by the didactic model of the inclusive competence development of future speech therapists are indicated.

INTRODUCTION

In the context of introducing an inclusive approach to the national education system, the requirements for future speech therapists' personal and professional qualities are changing. The role of the speech therapist is now one of the decisive factors for the success of inclusive education, so teaching is considered an important component of ensuring the success of inclusion.

Inclusive competence of future speech therapists is the implementation of professional and pedagogical functions in the

field of inclusive education, assessment of various educational needs of students, and guaranteeing the inclusion of those with special educational needs in the educational process, which is convenient for their development. as the ability to organize the environment (E.N. Koreneva, M.N. Kireyev) [11]; as the ability to perform their functional tasks (N. Abidova) [1]; It is defined as an integral and personal education that ensures the maximum efficiency of future speech therapists implementing inclusive practice (A. O. Kozireva) [12].

The main results and findings

It should be noted that almost no work is devoted to student inclusive competence, and the existing studies are only descriptive in nature.

The readiness of future speech therapists for inclusive education is an attitude towards the implementation of inclusive education of children with special educational needs and integrative personal education, about the characteristics of people with special educational needs and methods of working with them. means the existence of ideas. Psychological-pedagogical sciences have a sufficient collection of research that reveals various methods of designing the process of professional training and skill formation, including working in the conditions of educational integration of inclusion. One of the effective ways is to model the learning process according to the conditions of the tasks to be solved.

The science of pedagogy widely uses modeling as a research method and its results. Model (French—measure, sample, criterion) is the main definition of the modeling method, in which the most important components, characteristics, qualities, and results of the studied processes and systems are recorded.

The diversity of opinions about the essence of the concept of "model" is reflected in its definitions:

mental or symbolic image, analogue, representative, substitute [6] of the original copy; a mentally imagined or materially realized system capable of replacing the object of research by representing or multiplying it [14]; simplified, schematic representation of an object or event in a certain way [9]; a new tool for obtaining information about the prototype [11]; an artificially created object in the form of a diagram, physical structures, symbol forms or formulas similar to the studied object (or phenomenon) [10].

Understanding the nature of the model in our research corresponds to the opinion of researchers who define it as a system that reflects all the important features and relationships of an object or event and is able to replace them. A didactic model for the development of the inclusive competence of future speech therapists is a hierarchical and sequential model that reflects the qualities, structure, relationships between them and is designed to analyze, plan and design didactic actions to ensure the achievement of educational results. a theoretical system represented by the structural structure of interrelated elements is understood.

The model, as a rule, is represented by a construction that corresponds to the purpose and allows considering the characteristics of the object of study in general. Modeling the process of developing inclusive competence of future speech therapists includes:

forming a social order that determines the content of inclusive competence of future speech therapists;
on the basis of the structural and functional analysis of pedagogical activity, to determine the characteristics of the professional and pedagogical activity and functional task of speech therapists in the conditions of inclusive education;
creation of conditions that determine the harmony of the components of inclusive competence, their balance and interaction within the event;
determining the competence structure of the inclusive education pedagogue (speech therapist) model, forming educational results and educational readiness through academic, professional and social-personal competencies, as well as determining the competence structure of each structural component of inclusive competence;
establishing meaningful relationships between the components of inclusive competence and the components of professional and pedagogical activity in inclusive education;
determining the stages of the process of forming inclusive training as part of the inclusive competence of future speech therapists;
determination of pedagogical conditions for effective formation of inclusive competence of future speech therapists;
future speech therapists in the educational process of higher educational institutions development of pedagogical

technologies, methods, and organizational forms of inclusive competence formation;

determining the criteria and performance indicators of the didactic model; development of tools for monitoring the formation of a set of competencies that make up the components of the inclusive competence of future speech therapists.

The methodological basis of the proposed didactic model for the development of inclusive competence of future speech therapists is a competency-based approach, the implementation of which includes creating conditions for practical application of knowledge. YA means the ability and readiness to act in a real practical situation.

The didactic model of formation of the readiness of future speech therapists to work in inclusive education based on a competency-based approach includes the organizational and meaningful components of the educational process - blocks (motivational, meaningful, procedural-technological, control-resultative) and the logic of achieving educational results. combined with — includes the formation of a set of academic, professional, social and personal competencies.

The didactic model of formation of inclusive competence among future speech therapists consists of preliminary structural and functional analysis of professional and pedagogical activity, functional analysis of the positions of participants in the inclusive educational environment, as well as the results of the implementation of the educational process taking into account the content of the complex of competencies being formed. and includes the following blocks.

a motivational block that defines the purpose and motivational conditions for the development of inclusive competence of future speech therapists: humanistic values as the basis of inclusive education; pedagogical values as the basis of successful professional activity; The need to develop inclusive competence as a component of professional pedagogical training reflects the requirements of the social order (individual, family, society, state) for the training of a future speech therapist [1,3];

a meaningful block that determines the selection and/or development of educational material, taking into account the content and structure of the knowledge, skills, and qualifications being formed: a system of principles for the development of inclusive competence of future speech therapists; components of inclusive competence (cognitive, emotional, motivational, conative, communicative, reflexive); a set of academic, professional and social-personal competencies as a meaningful basis for the formation of inclusive competence in general and its components; consists of a set of pedagogical conditions for the formation of inclusive competence;

The procedural and technological block is represented by a set of forms, methods, styles of the educational process, developed taking into account the conditions for organizing the educational activities of future speech therapists and including the following stages:

preventive-oriented (value focused on the professional importance of inclusive competence of future speech therapists; information, diagnostic, educational, methodological and technological support (forms, methods and techniques of developing inclusive competence of speech therapists));
cognitive (synthesis of knowledge based on combining the content of academic subjects);

practical (modeling and solving pedagogical situations and tasks; trainings; role-playing and business games; performing social interactive theater scenes; participation in volunteer activities and campaigns; performing pedagogical practice tasks);
diagnostic-predictive (assessment of the formation of components of inclusive competence; forecasting the results of future professional activity);

the control-result block performs the functions of diagnostic control and monitoring of quality changes in the inclusive competence of future speech therapists and includes the following: levels of inclusive competence formation; criteria and indicators of formation of components of inclusive competence; assessment of competencies that determine the content of each structural structure.

The developed didactic model for the development of inclusive competence of future speech therapists is included in the higher education system and is aimed at optimizing the content and methods of professional pedagogical training. Introduction of the didactic model of development of the inclusive competence of future speech therapists is inherent in nature and includes the comprehensive use of the content, methodical and methodical possibilities of the educational process, extracurricular activities of students, specialized laboratories, social-psychological services of higher education institutions.

The effectiveness criteria for the implementation of the didactic model of developing the inclusive competence of future speech therapists are as follows:

sets intentions to ensure successful professional and pedagogical activity in inclusive education mastering professional and social-personal competencies;

increase indicators of the level of development of the inclusive competence of speech therapists in general and all its components;

to eliminate the disproportion of the levels of development of inclusive competence of future speech therapists and to establish balanced relations;

reduction of social distance and emotional acceptance of all participants of an inclusive educational environment;

taking into account the educational needs and individual capabilities of each child and adequately adapting educational tools, work methods and tools.

The basis of any didactic model is its principles. The developed didactic model for the development of inclusive competence of future speech therapists is based on the system expressed by the basic and special principles determined by the nature and specificity of the conditions of the inclusive educational space and inclusive educational environment as a place of professional realization of future speech therapists.

The system of principles of the didactic model for the development of the inclusive competence of future speech therapists means a set of basic positions that form a unit in the task of forming a set of competencies (academic, professional, social and personal) that determine all components of the inclusive competence of future speech therapists.

The consistency of the principles of the didactic model of development of inclusive competence of future speech therapists is confirmed by the presence of features that define this phenomenon as a system. At the same time, it should be remembered that the effectiveness of the system is determined by the harmony of connections of its individual components expressed in the balance of influence of each principle, its role in the overall structure of the system. To confirm the consistency of the principles of the didactic model of development of inclusive competence of future speech therapists, for example, to understand that changing the principle of the value-semantic content of the content of higher education will necessarily require revision and correction of all special principles.

Thus, the system of principles of the didactic model of development of inclusive competence of future speech therapists includes two subsystems combining strategic (main) and tactical (special) principles [2]. Among the main principles, the following principles should be mentioned:

The principle of value-semantic filling of the content of higher pedagogical education based on understanding the meanings of another person and understanding the goals and motives behind these meanings [9], as well as including them in the individual value-semantic structure of activities and/or situations. The subjective nature of the inclusive educational environment makes this process multidirectional and cyclical. That is, the speech therapist understands children, their parents, members of the support group for a child with special educational needs, and at the same time, the acquisition of meanings in professional activities is the responsibility of all participants of the inclusive education process. affects the formation.

This principle is of particular importance in the process of developing the inclusive competence of future speech therapists in higher education institutions, when there is mastering of

professional educational activities, and when education acts as a process of acquiring new meanings [7]. The formation of feelings for future speech therapists occurs, among other things, in the relationship between the teacher and the student, when the criteria for the emergence of new meanings are the goals of the educational activity, the needs of the student.

D.A. Based on Leontiev's positions in understanding the forms of existence of values as a social ideal, it seems necessary to form the meaning of inclusion as the objective embodiment of these ideals in people's work or actions and the motivational structures of the individual, as a social ideal that is assimilated by the individual [13]. It promotes its activity as a "payment model" that objectively embodies these models.

It should be remembered that awareness of value (cognitive component) and a positive attitude towards it (emotional component) are not sufficient conditions for its transformation into personal value. In order to realize the appropriate value, it is possible to include the individual in collective activities [8], as well as to use a small group of reference for the individual (family, peer group, professional community). Implementation of the principle creates conditions for the formation of cognitive, emotional and reflexive components of inclusive competence.

The principle of complexity is reflected in the formation of inclusive competence as an educational outcome in the complex of educational outcomes – the formation of professional competencies and professionally important personal qualities of future speech therapists. Inclusive competence of the speech therapist is applied in real professional conditions y reflects the intention to use educational results (professional and social-personal competencies) in solving problems.

Intentions form the motivational basis of activity related to the conscious selection of a specific goal, its formation is carried out using the experience of direct satisfaction of needs and sufficient personal control. Inclusive competence, on the one hand, is the basis for the formation of professional and social-personal competences that ensure the effectiveness of professional activity, on the other hand, this set of competences forms the competence model of inclusive competence.

Implementation of the principle of technological efficiency, consistency and unity of the content of the components of the educational process - as a criterion of the effectiveness of the educational process, consistency (the logic of the formation process and the interdependence of its parts), controllability, reproducibility (several repetitions and 'applicability'), is carried out on the basis of a controlled educational process (planning, design, diagnostic testing and correction of current educational results) focused on guaranteed practical results. The systematic nature of the work organized on the formation of inclusive competence, the issues that reveal the ideas, essence, principles, possibilities and social significance of inclusive education in various educational disciplines (organization of correctional pedagogical support in Uzbekistan, psychological pedagogical diagnostics, speech development in ontogeny) means inclusion [2, 5].

The principle of subjectivity and interactivity of students is in harmony with the problematic nature of the educational material, which implies taking into account the specific characteristics of motivation, self-management, the capabilities and limitations of a person in relation to objective and subjective goals, claims. On the one hand, this means active interaction, which includes the use of traditional methodological tools in an interactive format, and on the other hand, the need to identify and solve educational and professional tasks. Problem situations that reflect the characteristics of professional and pedagogical activity in an inclusive educational environment increase the intensity of learning.

The implementation of this principle is based on the implementation of cognitive (understanding), communicative (content of subject-subject and subject-object interaction) and regulatory (behavior control) functions of subjectivity. Implementation of the principle is based on the formation of communicative and conative components of inclusive competence.

The principle of feedback in combination with the reflexive qualimetry of the formation of inclusive competence as an educational effect. It will determine the competence composition of the components of inclusive competence of future speech therapists, measure and compare educational results, as well as develop diagnostic educational goals, create measurement procedures, manage the educational process, and improve the quality of the process of forming inclusive competence of speech therapists. implies control.

The implementation of this principle includes the development of multi-level diagnostic test tasks, generalized professional tasks in accordance with established goals and training levels, as well as criteria for measuring the level of achievement of goals.

Special principles of the didactic model of formation of inclusive competence among future speech therapists include:

The principle of dynamism, coordination and adequate reflection of professional and pedagogical activity in the content of teaching is a description of the conditions of inclusive education that allow changes and additions to the content and forms of the educational process reflecting the emergence of new situations of professional activity. means

The principle of value-tolerance to the subjects of the educational process, their activities in inclusive education - the basis of this is, on the one hand, the mutual acceptance of each student by the speech therapist based on taking into account his individual characteristics and including him in communication and interaction. relationships and interaction, on the other hand, is the interaction and communication of participants in the learning space. It ensures educational and social inclusion and creates conditions for the effective implementation of the principle of inclusion. To implement the principle, it is to create a tolerant educational environment of the higher educational institution.

The principle of prioritization of personal development of future speech therapists, along with compliance with the requirements for professional activity in inclusive education - determining the priority of developing personal qualities of professional importance, professional competences based on value orientations and value relations, and their future professional development means the ability to realize in activity.

Inclusive competence of future speech therapists The principle of goal-setting refers to the content of professional and social-personal competencies that determine the intentions of the speech therapist and reflect the consideration of the specific characteristics of the educational needs of each child in professional and pedagogical activities in inclusive education. Implementation of the principle is ensured by the selection of educational content that reveals the heterogeneity of groups of children, their cognitive and emotional development characteristics, as well as learning activities, communication and interaction.

The principle of the integrativeness of teaching methods and tools and the variability of their selection is the pre-determination of the integration of various methods, techniques, technologies, didactic and methodological methods determined by the specific conditions of the inclusive educational space.

The principle of soft power is based on cultural values that can attract others. Among such socially important cultural values, there are real opportunities for everyone to enjoy the right to education. This principle allows you to achieve your goals and desired results on the basis of volition, attractiveness, sympathy.

The principle of turning professional and practical tasks into education - this allows to ensure the implementation of a competency-based approach to the training of future inclusive education pedagogues (speech therapists) and includes the structural and functional analysis of professional and pedagogical activities, the identification of groups of practical tasks. includes The implementation of this principle determines the method of solving pedagogical tasks, taking into account the educational needs of each child, his individual capabilities and predicted life prospects.

The proposed system of principles is the methodological basis of the didactic model for the development of inclusive competence of future speech therapists, it is aimed at optimizing the content

of professional and pedagogical training of professors, and it allows to integrate the model into the higher education system.

The value-semantic content of the didactic model of development of inclusive competence of future speech therapists is reflected in the following:

to provide children with special educational needs equal access to inclusive quality free primary education and secondary education in their places of residence; providing reasonable accommodation, taking into account the individual needs of each; recognition of individuals with special psychophysical development of socialization and integration into society as the main goals of education, which includes mastering their life, social-personal and, if possible, professional competencies, so speech therapists it is required to have the skills of forming these competencies;

the priority of universal values as the main strategy of socio-cultural life, the main value is life itself, which has various forms of manifestation, the problem of preserving and developing it in natural and cultural forms, as well as moral values;

The provisions of the Declaration of Salamanca (Spain, June 7-10, 1994) on principles, policies and practical activities in the field of education of persons with special needs, which define the unconditional recognition of the child's right to individuality . The development of educational systems and the implementation of educational programs should take into account the diversity of these characteristics and needs. In the content of the inclusive competence of speech therapists, it is the intention and ability formed to optimize the content of education and determine the results of education, taking into account the individual capabilities and educational needs of each child; the speech therapist's value orientations, his ability and intention to ensure his self-determination, to accept every child, every participant of the inclusive educational space.

It can be seen that the main value-semantic bases of the inclusive competence of speech therapists are value-goals (recognition, equality, the right to education, access and quality of education for all children, dignity, individual opportunities and needs of each child , socialization and social integration, etc.) and value-means (teacher's competencies, personal and professional qualities).

At the same time, the completeness of values-goals is ensured by mastering the necessary knowledge, and the formation of values-means is directly related to social-personal and professional competencies - the ability and readiness to act in a practical situation.

Thus, on the basis of the competence approach, the main content directions implemented by the didactic model of the inclusive competence development of future speech therapists were defined:

motivational value: summary of the essence and principles of inclusive education the ability to know the value orientations of the horse and the professional activity of the speech therapist and apply them in solving practical pedagogical tasks; understanding childhood with special educational needs from the perspective of a social model; the ability to prevent discrimination in the educational process and, if necessary, fight against them; to be ready and able to rely on the position of philosophy, the methodology of inclusive education in practice, to accept and place its values and principles, etc.;

normative: the ability to know and apply the rules of international and national regulatory legal documents that determine the right to education, taking into account the individual capabilities and special educational needs of each child;

cognitive: to know the specific features of cognitive and emotional development of different categories of children with special educational needs, specific features of their educational activities, communication and interaction;

didactic (procedural and technological): pedagogical technologies and methods of teaching and upbringing in inclusive education; adaptation of educational information to the characteristics and needs of each child; educational materials and teaching tools developed on the basis of the principle of universal design; analysis, design and planning of the educational process in

inclusive education; inclusive education strategies, communicative techniques and techniques; organization of interpersonal communication and adequate use of control and assessment methods in working with children with special educational needs, etc.;

with professional competence: methods and means of achieving the goals of inclusive education, diagnostic tools that determine the inclusion index of the educational institution and its practical application; educational seminars, training methods and technologies for all participants of inclusive education; cooperation as a form of interaction in a multi-object inclusive educational space; creation of an inclusive culture of an educational institution, development of inclusive practice, identification and use of mechanisms for ensuring the quality of inclusive education, etc.

Each of the specified components implies forming a set of academic, professional and social-personal competencies.

CONCLUSION

The introduction of a didactic model for the development of inclusive competence of future speech therapists includes:

- 1) organic inclusion of materials aimed at placing the values and principles of inclusive education in the content and structure of various academic subjects;
- 2) inclusion in training programs of future speech therapists with full educational and methodological support (curriculum, seminar, electronic educational and methodological complex);
- 3) filling methodological subjects with inclusive content, using the entire set of teaching methods used in the educational process;
- 4) use of extracurricular forms of education of future speech therapists and their methodological support;
- 5) Implementation of educational projects and term works, which include solving pedagogical tasks based on the specific characteristics of the inclusive educational environment.

Thus, the mechanism for implementing the didactic model for developing inclusive competence in future speech therapists is a pedagogical technology, and its introduction clarifies the content of the stages of the didactic model.

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