

COLLABORATIVE TECHNOLOGIES OF PREPARING STUDENTS FOR INCLUSIVE EDUCATION IN THE PROCESS OF INDEPENDENT EDUCATION

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ABSTRACT:

As is known, inclusive education or special education is organized in each individual case on the basis of an individually adapted educational program, taking into account the wishes of the parents, the interests and capabilities of the child. After all, the main goal of inclusive education is to create favorable conditions for the socialization of children with disabilities, who, due to their developmental characteristics, do not have the opportunity to communicate normally with their peers, and their social contacts should not be limited mainly to their parents or medical staff. This issue is important for future special educators.

KEYWORDS: Educational program, interests and capabilities of the child, developmental characteristics.

INTRODUCTION

One of the important factors in the matter is that parents, according to the metalet, try to take care of and nurture such a child to the maximum extent. However, the conditions created for the child's education and socialization are not always satisfactory. In this sense, the educational process in inclusive education, in particular, their inclusion in the process of knowledge based on independent learning, and the effective use of information technologies in the educational process have a positive effect on their socialization. In this regard, it is important to pay attention to the upbringing of healthy children. This is because the formation of mutual assistance and compromise skills in them is an important aspect of organizing inclusive education. This will help to form an inclusive culture among the subjects of the education cluster, schools, neighborhoods, and organizational communities . For the effective implementation of the inclusive education system, one of the important conditions is the targeted cooperation of educational subjects, that is, the coordinated activities of parents, psychologists, doctors, and defectologists, in particular, the psychological readiness of teachers for inclusive education.

In order to ensure the readiness of future special pedagogues for inclusive education, their professional and methodical preparation includes a component consisting of cognitive, which embodies the sum of theoretical and methodical knowledge in the field of inclusive education , technical design, which includes the correctional-dynamic skills of implementing the inclusive education process with the help of ICT, reflexive preparation , which embodies the personal qualities of a person (empathy, responsibility and reflection) .

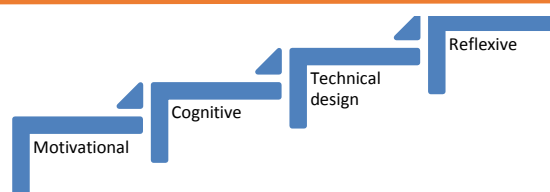


Figure 1. Components of preparation of future special educators for inclusive education.

The technologies designed to ensure the readiness of pedagogues for inclusive education in the conditions of the educational cluster ensure the gradual acquisition, differentiation, integration and individualization of the experience of pedagogues regarding inclusive education.

The word “technology” comes from the Latin “Thegnos” - art, craft, field and “Logos” - science. In education, a technological cluster is considered as a methodological combination of theoretical knowledge within a set of certain subject modules and interconnected through production links in preparation for future practical activities. There are different approaches to the definition of pedagogical technology. For example, V.P. Bepalko considers it a project of the process of forming the student's personality, which can guarantee pedagogical success without depending on the teacher's skills, while V.M. Monakhov considers it a system of systematic actions that lead to pre-planned results and must be performed.

Inculcating the ideas of inclusive education in young people and forming the independent activity of future teachers, the systematicity of education, professional-pedagogical tasks and solving problems, cooperation technologies of preparing students for inclusive education in the process of independent education confirms the systemic nature. Thus, the methodological and didactic support of the process of developing inclusive training of teachers is a set of organizational pedagogical conditions, modern pedagogical technologies and educational tools that correspond to the content and characteristics of the phenomenon being formed. Technology is understood as a phenomenon that allows using the necessary tools and opportunities in the educational process to ensure the effective outcome of the educational process, forming predetermined social qualities. The teaching method is a method of collaborative activity of students, a system of scientifically based rules and methods for teaching a certain educational module. (Fig. 2).

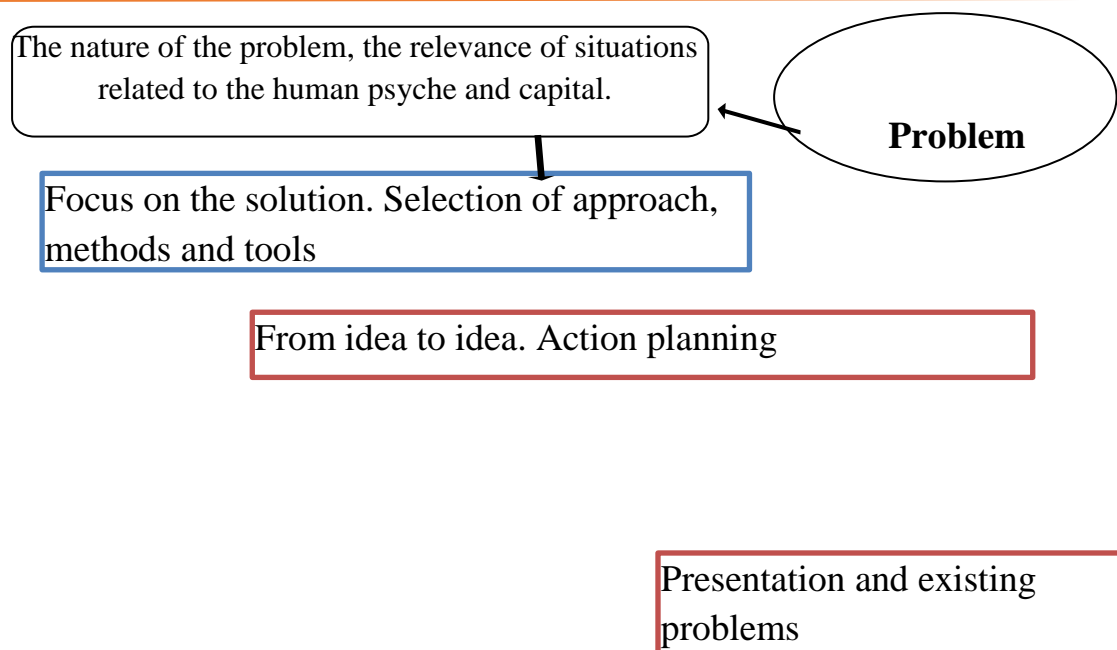
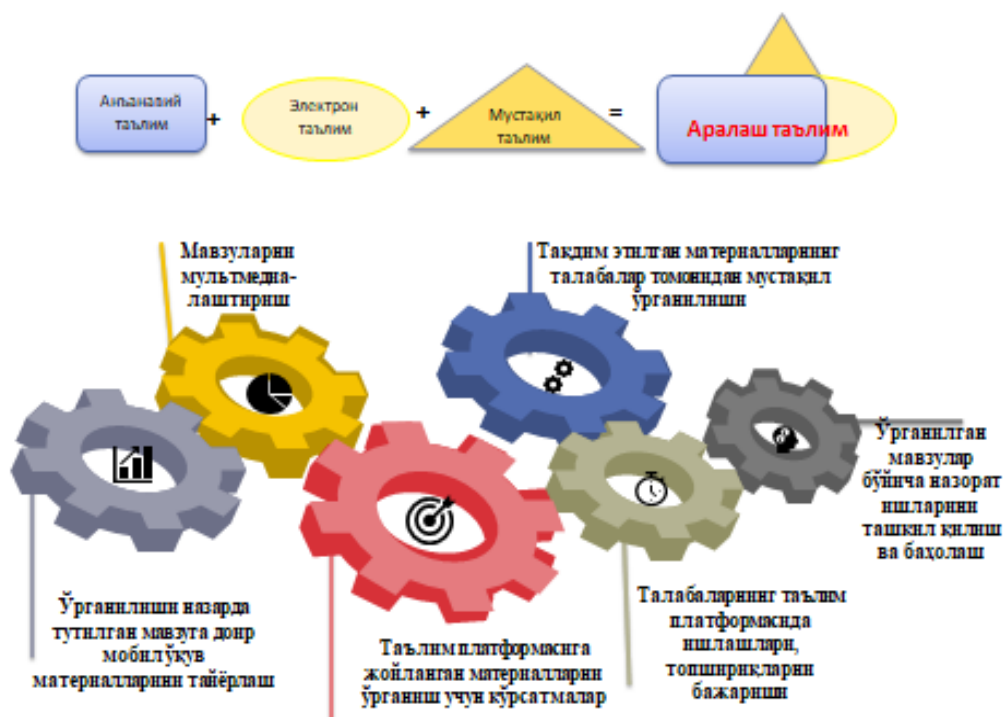


Figure 2. Design thinking method

Let's focus on collaborative technologies used in the educational process. Modular teaching technology represents a complex approach.

Distance learning technologies are based on the educational system based on information technologies, telecommunication technologies and technical means. It is a remote interactive communication process that requires more independent engagement from the learner and does not depend on the time and place of the learner.

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In discussion-debate technology, it is envisaged how to approach the studied issue based on the level of knowledge and experiences of the subject. In this, the problems of the life situation are highlighted. In this case, it is recommended to use active students in the control of the topic statement. Students are given the opportunity to express their opinions, listen to, and watch educational and visual materials. 25% when you explain it first and then repeat it again with the help of educational-visual materials, 20% when you only hear the material, 30% when you organize a discussion, debate, listen to the student's opinions, and write down the main and important (basic) phrases of the topic. Arranging a certain part of the lecture in the form of a practical exercise ensures full activity of students, that is, they listen, see, read, write, express their opinion, ask questions and absorb 75% in the process of performing practical tasks. This technology creates conditions for students to be respectful of each other's opinions and to prove their ideas theoretically and practically.

Developmental education models should not be about providing students with practical skills to apply their knowledge to standard problems and situations, but rather about teaching them to read, think independently, and find solutions to problems in non-standard situations.

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