



Structure of Inclusive-Methodological Competence of Primary School Teacher: Pedagogical Aspect

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ABSTRACT

The article reveals the essence and content of inclusive education, substantiates the need to improve the mechanisms of methodological competence of primary school teachers. A scientific and theoretical analysis of various approaches to the organization of pedagogical activity of primary school teachers in working with special children is given, the concept of "professional competence" is revealed. The structure of the inclusive-methodical competence of a primary school teacher is presented, including personal-value, information-knowledge, activity, evaluative-analytical components.

Keywords:

Special children, inclusive education, innovative models, professional competence, inclusive methodological competence, primary school teacher, international standards, mechanisms, structural components, educational policy.

The consistent development of the system of inclusive education in the Republic of Uzbekistan creates a solid foundation for positive changes in the education system for special children, taking into account international standards.

Along with the improvement of the legal framework of inclusive education in the republic, a system of information, methodological and staffing support for inclusive education is being formed, which dictates the need to develop a system of continuous inclusive education and professional training of teachers to work in an inclusive educational environment.

In the context of the above, the issues of improving the mechanisms of methodological competence of primary school teachers who work in innovative conditions of inclusive education are actualized.

The problem of inclusive education in the context of its multidimensionality has been

studied by many domestic and foreign scientists.

In particular, theorists and practitioners of Russian pedagogical science were engaged in scientific research in the field of professional readiness of teachers for special and inclusive education: L.R. Muminova, R.Sh. Shomakhmudova, G.B. Shaumarov, D.A. Nazarova, D.A. Nurkeldieva, L.Sh.Nurmukhamedova, Z.M. Akhmedova, M.Yu. Ayupova, U.Yu. Faiziev, F.U. Kadyrova, Z.N. Mamaradzhabova, D.B. Yakubzhanova, M.P. Khamidova, M.U.Khamidova, M.F.Khakimova, D.Kakharova, N.Musaeva and others.

A significant place in the study of the readiness of teachers for inclusive education belongs to such Russian scientists as N.N. Malofeev, V.Z. Kantor, V.V. Khitryuk, I.N. Khafizullina, Yu.V. Vozniak, O.V. Karynbaeva, O.S. Kuzmina, N.V. Kuzmina, T.V. Syasina and others.

In the works of foreign scientists (N.K.Franch, R.V.Chopra,T.Brandon,D.Charlton,K.Scorji, F.Djons, Dj.Mclasly,N.L.Woldron, A.Bur,S.Dj.Piyl, A,Minnaert, E.O" Kornen, Sh.Drudi) widely presents the attitudes of primary school teachers towards inclusive education.

Of particular importance for our study were the works of foreign scientists Dj.R.Kim, S.Dj.Piyl, A, Minnaert, who developed criteria for the professional readiness of teachers as the most important indicators of the effective implementation of the policy and practice of inclusive education, thereby making a significant contribution to theory and practice improving the inclusive competence of teachers.

The above scientific research undoubtedly made a huge contribution to the development of the theory and practice of inclusive education, expanded the knowledge, skills, and abilities of teachers to apply innovative approaches and methods of working with special children in an inclusive educational environment.

Despite numerous psychological and pedagogical studies in this area, there is still a need for a deeper and more detailed analysis of various approaches to organizing the pedagogical activity of primary school teachers in working with special children, which was the purpose of our article.

Various studies in the field of inclusive education consider the professional competence of a teacher as the main resource for the development of inclusive education. In particular, American research scientists Goodman J., Hazelkorn M., Buchols D., Duffy M.L., Kitta E. note the need for additional training of teachers in retraining courses for teachers in order to develop their competence in the field of interaction with children with disabilities. various violations [1].

Considering professional competence as a complex phenomenon, Australian researchers L. Florian and H. Linklater define it as "a complex combination of various knowledge, skills, understanding, values, attitudes and desires that lead to effective, embodied human actions in a certain area [5].

According to Chinese scientists (Guanglun Michael Mu, Yan Wang, Zhiqiang Wang, Yajing Feng, Meng Deng, Songmei Liang), such concepts as "attitude", "knowledge" and "skills" are widely recognized as the three pillars of the professional competence of teachers of inclusive education. which are constantly evolving in the process of interaction with students, colleagues, parents and other stakeholders [2].

As effective approaches in the structure of professional competence of an inclusive teacher, the Russian scientist-researcher N.V. Kuzmina identifies motivational-value, operational-activity, reflexive-evaluative [4].

In turn, O.Yu. Muller notes that the motivational-value, cognitive components of inclusive methodological competence contribute to the development of value attitudes, theoretical (methodological, general professional, inclusive) knowledge, and the organizational and practical component ensures the development of the practical function of methodological competence [6].

O.A. Kozyreva considers such significant components in the structure of inclusive methodological competence as modeling an inclusive educational environment; the use of technologies and methods that help to realize educational tasks; development of an individual development trajectory; self-development and reflection, development of competence in the field of creating an environment that ensures the harmonious development of students in an inclusive education system [3].

I.N. Khafizulina singles out the motivational, cognitive, reflexive and operational components of the inclusive methodological competence of teachers. Based on the research results, the authors propose various didactic models and technologies for the development of inclusive methodological competence [7].

In the scientific works of scientists-teachers of Uzbekistan (N.A. Muslimov, S. Turgunov, B. Daniyarov, B. Rakhimov, N. Tailokov, U. Begimkulov, Sh. Sharipov, R.Kh. Juraev, O. Musurmonova, O. A. Kuisinov, K. Abdullaeva, N. Gaipova, N. Karimova, M.

Kadyrov, S. Turgunov, A. T. Turdaliev, M. S. Usmonova, R. B. Matholikov), defectologists (L. R. Muminova, R. Shomakhmudova, D. Nurkeldieva, U. Fayzieva, D. Yakubzhanova, D. Nazarova, etc.) in the structure of professional competence, methodological competence stands out along with psychological, creative, informational, innovative, communicative competence.

Researchers define methodological competence as integrated fundamental knowledge of a person, generalized skills in a particular field of study, significant professional and personal qualities, a high level of technological culture and skills, a creative approach to organizing activities, a set of readiness for continuous self-development.

There is no doubt that the competence of a teacher is manifested in the system of knowledge, skills, abilities and personal qualities that are newly formed in the subject of activity in the process of his professional training, help him successfully solve functional problems, and constitute the essence of his professional activity.

In this regard, in the structure of the professional competence of the teacher, we single out the inclusive-methodological competence of the teacher, as a set of social value orientations, personal qualities, methodological knowledge, skills aimed at developing students (special children) of high-quality knowledge, skills and basic competencies in accordance with their opportunities in the process of successful cooperation with participants in the educational process.

In the content structure of the inclusive-methodological competence of a primary school teacher, we have identified interrelated and interdependent personal-value, information-knowledge, activity, evaluative-analytical components.

The development of the personal-value component of inclusive methodological competence is reflected in the following abilities of the teacher: motivational-value orientation of the personality, communicative, perceptual

abilities, self-control of the personality, his creativity.

The basis of the information and knowledge component is: knowledge of the features of teaching subjects and their use in order to improve the quality of inclusive education. In its structure, such indicators are distinguished as: a system of special methodological knowledge necessary for effective correctional and developmental methodological activities.

The activity component includes competence in the field of organization and management of educational activities, media competence, competence in the field of organization of cognitive activity.

The skills of analysis-synthesis of the evaluation-analytical component are manifested in the ability to predict, analyze, design and build the educational process.

Thus, the inclusive-methodical competence of a primary school teacher, who carries out professional activities in an inclusive educational environment, is a holistic interconnected integrative system, including personal-value, information-knowledge, activity, evaluative-analytical components.

In conclusion, we note that inclusive education is an innovative process in the system of continuous education of the Republic of Uzbekistan, which is successfully taking shape and progressively evolving. It aims to remove barriers that prevent all children from participating in school life and receiving a quality education, taking into account their cognitive and physical abilities.

Therefore, it is extremely important to change the priorities of the educational policy in the field of professional training of teachers, including primary school teachers, who are entrusted with the responsible task of providing education for every child with a disability or disability.

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