



Technologies of preparation of elementary school teachers for inclusive education in the process of continuous professional development.

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ABSTRACT

Professional-methodical training of teachers is reflected in the main areas of professional activity, such as knowledge of professional activity, organization of educational process, self-development. This, in turn, requires the teacher to have a perfect knowledge of the teaching of his subject and to apply it, to acquire the basic competencies necessary for designing, organizing and evaluating the educational process, as well as teaching and the educational process requires intensive organization based on innovative scientific achievements in the field of education, modern pedagogical and information and communication technologies, continuous and systematic self-development. Information about technologies is given.

Keywords:

Continuing education, elementary school, inclusive education, professional development, modern methods, innovative educational technologies.

Decree No. PF-6108 of the President of the Republic of Uzbekistan of November 6, 2020 "On measures to develop the fields of education and science in the period of new development of Uzbekistan" and to ensure the implementation of this Decree Resolution PQ-4884 adopted on November 6, 2020 "On additional measures to further improve the education system" education and science in the new development period of Uzbekistan in order to further increase the respect for teachers and pedagogical staff, scientific and creative intellectuals, develop the professional skills of teachers, and expand the participation of the private sector in the system the main directions of further development of the fields were determined. A knowledge-based economy requires new models of education and training.

In this case, it is appropriate to improve the system of continuous professional development based on the principle of "learning throughout life", which has the possibility of social and economic compatibility, unlike periodic professional development. Despite the theoretical coverage of development in many ways, new directions of society, science and education increase the need to improve innovative methodical training of the teacher, continuous professional development.

Based on this, as a result of the scientific analysis of the problem of improving the methodical training of primary school teachers, continuous professional development, it was determined that the following contradictions exist:

between the orientation of modern education to innovative processes and the theoretical and methodological preparation of elementary school teachers for the implementation of innovative educational processes;

between the need for continuous professional development of the primary school teacher and the insufficient development of scientific-methodical approaches to this process;

between the traditional knowledge-based approach to teaching and modern innovative trends in education that require competency-based, active and person-oriented approaches in continuous professional development, improvement of methodological training of primary school teachers;

between the need to improve the quality of innovative methodological training of teachers and the lack of resource support for developing technologies and mechanisms for continuous professional development of primary school teachers.

The above-mentioned objective and subjective contradictions activate the essence of the pedagogical phenomenon - the research problem, which is to determine the pedagogical conditions for continuous professional development of primary school teachers. From the scientific literature on the topic and the analysis of the current situation, it is clear that the following causes the need for improving the teacher's methodological training, self-analysis and evaluation, self-development, and continuous professional development:

results of international experiences and comparative analysis in the field of education; improvement of modern technologies;

the growth of the needs of the society and the demand for education;

changing the role of the teacher based on the needs and demands of society;

Optimization of DTS and educational programs. Setting of a scientific problem.

The rapid growth of globalization in society, reforms in the education system at the world level require improvement of methodological training and professional development of teachers who are active participants and implementers of this process. For this, it is necessary to study the scientific-theoretical

views put forward by pedagogues and methodological scientists on the formation of teacher competence in world science, improving the methodological training of teachers and their professional development.

In the system of continuing education, general secondary schools occupy a special place due to their importance and the fact that they are the starting point. Based on this, it is necessary to diagnose the professional development of the school teacher on the basis of clear standards and to research his possibilities and advantages of independent work on himself. This, in turn, requires the creation of conditions for continuous improvement of the teacher's professional skills and general level. Planned organization of teacher's work is the guarantee of educational success. A lesson schedule based on scientific principles, adequate visual aids, freeing teachers from work not related to education saves their energy and time and increases the productivity of their work.

The use of foreign experts and foreign literature related to the field is also an important issue in the issue of continuous improvement of the professional skills of primary school teachers. Foreign scientists provide information about the world-standard educational practice, system, advanced technologies and modern methods of information and communication technologies, as well as their scientific research, through which our listeners get acquainted with the latest advanced technologies of the current era, share experience. The analysis of the theoretical and practical situation of the problem of teacher training and professional development shows the existence of the following problematic situations in this field: the selection of teachers during professional development is selected according to their universal training, but they are trained without classification; the multi-subject nature of the curricula compared to those of developed countries; due to the lack of full provision of consistency, coherence, inter-subject connection, inter-relationship, and systematicity in the content of the educational subjects in the curriculum, teachers are connected with each other formation of characteristic knowledge, skills, competences

and personal qualities; that the understanding, imagination, and evidence of the students of the studied objects are not gradually being perfected from knowledge to skill and qualification level; in the process of studying various educational subjects, the repetition of some educational materials in a certain amount and as a result of this, the educational and cognitive activity of the students decreases in a certain sense; based on the requirements of the labor market, educational information necessary for some pedagogical activities was not included in the programs on time; the fact that the specific aspects of the vocational training course are not taken into account; that material, technical and educational support is not at the level of modern requirements; lack of provision of the principle of professional orientation in the study of general scientific (practically referred to as general education or fundamentals of science) and general vocational subjects; lack of creation of full-fledged legal and regulatory bases of pedagogical and production practice and lack of creation of a mechanism for rational use of cooperation opportunities from institutions and organizations where these practices are conducted; the content of certain educational material is interpreted differently in different educational subjects, i.e., the unanimously accepted terms are not always used; such as the fact that developments related to the provision of professional-pedagogical competence in the training of teachers and their professional development courses were not scientifically based on the basis of state educational standards and state requirements. Many of the above-mentioned points and other disparities are rooted in the content of education. Therefore, one of the most urgent and complex issues in teacher training is the selection of content within the framework of State educational standards, ensuring its logical consistency, coherence, continuity and, in a certain sense, its adequacy and necessity. Because the selection and learning of the educational content today is directly related to the level of training of our specialists. If the educational content is not selected correctly, any improved form, method and tool cannot

guarantee that we will achieve the intended general and educational goals. Our analysis of the sufficient and necessary level of educational content:

- that the specialist fully fulfills his official duties at the required level;
- for the specialist to move from one place of production to another in horizontal and vertical planes;
- for the specialist to master the new techniques and technologies entering the field without changing the place of work;
- to correctly assess the performance of himself and his teammates and work in harmony with the team;
- to make quick optimal decisions in extreme situations;
- it is necessary to be selected according to the possibility to engage in creative activities independently and the like.

Conclusion:

In conclusion, taking into account the identified gaps, it is necessary to pay attention to the following directions for improving pedagogical skills of the teacher training system:

1. To strengthen the pedagogical and psychological training of teaching personnel by all measures, to pay special attention to the study of new scientific, theoretical, psychological and pedagogical information about human capabilities in the process of qualification improvement;
2. To improve the teacher's educational skills, to provide new information on the theory, methodology and practice of education, to encourage teachers to think and act independently in students, to take into account the social, economic, and political issues that are happening around them. arming with methods that teach the ability to evaluate changes;
3. Application of information and communication technologies in the educational process, establishment of cooperation between the activities of the universities, pedagogical institutes and pedagogical colleges, and the system of professional development;
4. Drawing up cooperation plans with general secondary schools, providing methodical support, any changes in the field of teachers' education, in order to achieve that they can apply the innovations they have received in training and apply them to the educational process.

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