

CONTENT AND STRUCTURE OF INCLUSIVE COMPETENCE

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Abstract

This article describes the content of inclusive competence and the components of inclusive competence - motivational, cognitive, reflective and basic operational competences.

Keywords: Motivational component, inclusive competence, cognitive component, reflective component, reflective competence, operational component.

Introduction

Today, children with disabilities are not neglected in any country. The introduction of inclusive education has opened the door to great opportunities for their education. Of course, getting an education among healthy children is not enough for them to develop their skills and knowledge. In order to create the legal basis for the introduction of inclusive education based on today's requirements, the concept of inclusive education was included in the newly revised draft Law of the Republic of Uzbekistan "On Education". In this regard, the President's decision "On measures to introduce new management principles into the public education system" adopted on September 5, 2018 is of great importance in the development of the system.

No. PF-5712 dated April 29, 2019 "On the concept of development of the public education system until 2030", No. PF-6018 dated November 6, 2020 "Education in the new development period of Uzbekistan - decrees on measures to develop the fields of education and science, dated October 13, 2020 Decision No. PQ-4860 "On measures to further improve the system of education for children with special educational needs", Resolution 638 of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 Decision No. "On Approval of Normative Legal Documents Regarding Education of Children with Special Educational Needs", as well as this activity it is important to carry out the tasks specified in other relevant legal documents. [1]

In these documents, social support and education of children with special needs, who are a part of our society, and their ability to take a place among healthy children and show their abilities, measures aimed at spiritual maturity have been determined, and today inclusive education is rising to the level of state policy. Formation and development of inclusive competence is one of the urgent issues.

Inclusive competence is an integrated personal education that determines the ability of students to perform their professional functions taking into account the various educational needs of students and ensures the inclusion of a disabled child in the educational system in the process

of inclusive education. It includes issues such as the environment of the general educational institution and the creation of conditions for its development and self-development.

The main structure of inclusive competence includes motivational, cognitive, reflective and basic operational competences.

LITERATURE ANALYSIS AND METHODOLOGY

The concept of "competence" appeared relatively recently in psychological and pedagogical literature. The competence-based approach to education began to take shape in the Western scientific literature from the 60s, and in the local literature from the 90s of the 20th century due to the increase in the demands of the labor market for a specialist. Among them: readiness for continuous self-education, business relations, cooperation, actions in non-standard situations, the ability to make responsible decisions, critical thinking, self-management of behavior and activities, various sources of information. and the ability to work effectively. behavior in a competitive environment, etc. These requirements are determined by the flexibility, variability and high innovation dynamics of the modern labor market. In such conditions, the unit of measurement of human education will no longer be the usual knowledge, skills and abilities that do not allow to reliably measure the level of preparation of a specialist, but competence as an integral characteristic of a person. The ability to solve problems in real life situations using knowledge, education and life experiences, values and inclinations.

The term "competence" entered education as a result of research on labor psychology, where competence was interpreted as successful behavior in non-standard situations, including informal interactions with partners, solving undefined problems, conflicting meaning. processes that require dynamic and complex combined theoretical knowledge of data, management.

Inclusive competence is a newly introduced concept, therefore future teachers should learn the following as criteria for the formation of inclusive competence.

- motivational;
- cognitive;
- reflective;
- operational. [5]

Formation of a set of motives corresponding to the goals and tasks of inclusive education. The indicators that reveal this criterion are: awareness of the importance of the problem of integration of disabled people into society and their opportunities to choose the method of education; constant focus on the introduction of inclusive education in secondary schools; motives of various groups aimed at the implementation of pedagogical activities in the conditions of inclusive education (social, cognitive, professional, personal development and self-affirmation, personal well-being).[6]

Core content competencies, which are part of inclusive competence, can be interpreted as the ability to understand the content of professional activity in the context of inclusive education. They include: motivational, cognitive, reflexive competence.

RESULT

The motivational component of inclusive competence includes motivational basic competence. Motivational competence includes the direction of the teacher's personality, motives, needs, value system and acts as a decisive factor of professional competence and a factor of its successful formation.

The level of formation of motivational competence affects the development of other components of professional competence.

The cognitive component of the future teacher's inclusive competence includes basic cognitive competence.

Cognitive competence ensures the integrity of ideas about pedagogical activity, activates the cognitive activity of a person, helps to develop and enrich the components of cognitive experience, is defined as the ability to perceive, mentally process, store in memory and repeat information. the right time to solve certain theoretical and practical problems.

Cognitive competence, which is a part of inclusive competence, is based on pedagogical thinking ability and pedagogical knowledge based on the system of knowledge and cognitive activity experience necessary for the implementation of inclusive education:

- innovative integration processes in the field of special education;
- basics of personality development;
- pedagogical and psychological foundations of education and training;
- anatomical-physiological, age-related, psychological and individual characteristics are normal;
- anatomical-physiological, age-related, psychological, individual characteristics of students with various developmental disorders;
- the basics of pedagogical management of students' self-development process, encouraging positive self-awareness in all possible spheres of activity;
- the main forms of interaction between a person with developmental disorders and society.

The reflective component of inclusive competence includes reflective core competence.

It is manifested in the teacher's ability to understand the basics of his work, in which he evaluates and re-evaluates his abilities and personal achievements; to consciously monitor the results of one's professional actions, to analyze real pedagogical situations. Reflective competence allows the teacher to realize self-knowledge, self-management, self-management and the development of his personality. Analyze the experience of implementing inclusive education ideas, their own educational, professional, and professional experience, and the experience of their colleagues;

- choosing the optimal solution in various pedagogical situations of inclusive education;
- the ability to adequately assess the results of one's own educational, professional, and professional activities, to notice one's own mistakes and strive to correct them;
- the need for professional and personal growth and increasing the level of one's own inclusive competencies.

The operational component of inclusive competence includes operational basic competencies

- the ability to perform specific professional tasks, reflecting the methods and experience of pedagogical activity mastered in the pedagogical process, successfully implement inclusive



education, solve emerging problems. Pedagogical situations, methods of independent and mobile solutions to pedagogical tasks, implementation of search and research activities.

DISCUSSION

Motivational competence, which is a part of inclusive competence, is the ability to motivate oneself to perform certain professional actions based on a set of values, needs, motives that correspond to the goals and tasks of inclusive education, humanistic value orientations, positive qualities include. Focusing on the implementation of pedagogical activities in conditions that integrate disabled children into the environment of their normally developing peers, a set of motives for their implementation (social, cognitive, professional, personal development and self-affirmation, personal well-being, etc.)

The group of cognitive motives includes: the possibility of professional, intellectual, cultural growth due to the acquisition of new knowledge, skills and abilities related to the characteristics of different categories of children with developmental disabilities, methods and technologies of working with different categories. Innovative technologies for the implementation of the pedagogical process in the conditions of joint education of children, children with different educational needs.

In the context of the competence-based approach, knowledge is defined not only as information, but also as an idea of the world presented in the form of understanding, reflected by a person's own experience. Unlike traditional ones, they are characterized by greater flexibility and are the basis for updating, obtaining, processing and applying new information that is relevant at a given time. According to the developers of the competence-based approach, it is not necessary to have this kind of knowledge, but to have certain personal characteristics and to be able to find and choose the necessary knowledge at any time.

In the structure of inclusive competence, we distinguish the main substantive and operational competences. By core competencies, we mean a system of knowledge, skills and abilities that are personally recognized, included in subjective experience and have personal meaning, are used in various types of pedagogical activities to solve various professional tasks, and are interpreted as the ability to perform effectively. Certain professional actions are a component that predetermines and integrates all other components of competencies (knowledge, skills, experience) and forms a system.

CONCLUSION

As can be seen from this article, we understand inclusive education as an integrated personal education that determines the ability of future teachers to perform their professional functions, taking into account the various educational needs of students and ensuring the inclusion of a disabled child. In the environment of a general educational institution and to create conditions for its development and self-development.

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3. See the October 12, 2021, issue of the United Nations Declaration on the Elimination of All Forms of Discrimination against Women.
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