

THE IMPORTANCE OF INCLUSIVE EDUCATION IN THE PROCESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT

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Abstract:

This article provides information about continuing education, its principles, professional development of continuing professional development through the continuing professional education platform, and the importance of inclusive education in the process of continuing professional development.

Keywords: Inclusive education, continuous professional development, principles of inclusive education, professional competence.

Introduction

Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in special educational needs and individual capabilities for all students.

Principles of inclusive education:

1. The worth of a person does not depend on his abilities and achievements.
2. Everyone has the ability to think and feel.
3. Everyone has the ability to hear and communicate.
4. Everyone needs each other.
5. A person's full and real education is realized only in real cooperation.
6. All people need the support of their peers.
7. What makes all learners successful is not their inability to do something, but their ability to do something.
8. Cooperation changes one's life in every way.

Educational institutions under the inclusive education system include:

general pre-school education, general secondary education, secondary special vocational and higher education.

The goal of these educational institutions is to create an open learning environment by removing barriers between children's education and vocational training. There will be no opportunity to use separate programs and textbooks in comprehensive schools. The inclusive education system differs from the integrated education system by its content - essence, purpose, tasks and action program. The child's lagging behind in education and training activities is the result of not mastering mental functions.



For example, a child's discontinuity in putting on clothes is not due to a weak memory, but because he has not acquired the necessary skills to carry out this process. Along with methods of psychoreaction to such a mental problem, the child can be presented with pictures showing how to put on clothes in the correct order. L.S. Vygotsky puts forward the idea that the health of the social environment is of primary importance for children with disabilities. He also compares the development of children with disabilities to a plant with bad roots. "Its thin roots do not adapt to the layers and shape of the nutrient soil. They cannot reach the nutrient layers of the soil on their own, but get into the dry and toxic layer. Such a plant could bloom under suitable conditions, but under normal conditions it did not reach the peak of development and withered. Therefore, it is appropriate to develop the educational system taking into account the specific aspects of each nation and people, national traditions, customs, goals and tasks of the state, and the mental and physical development of the students. In the case of children with disabilities, if adults help the child's wishes and aspirations as much as possible without opposing the child's will and independence, the difficulties in the process of forming his personality will disappear by themselves. The appearance of stubbornness, stubbornness, and disobedience in a child with limited abilities is caused by excessive manipulation by adults. Psychologist L.M. Krijanovskaya has widely explained the ways of educating children with disabilities through the methods of psychological correction in the inclusive education system. In his opinion, the cooperation of school psychologist, pedagogue, educator and parents should be inextricably linked in order to be effective in the inclusive education system and to achieve good results.

To date, there are still many problems and obstacles in the implementation of inclusive education on a global scale. They include:

- Negative attitude;
- Invisibility in the community;
- Financial problems;
- Physical adaptation;
- Number of students in the class;
- Addiction;
- Discrimination based on sexual characteristics;
- Emergencies, conflicts and refugees.

Negative attitude is probably the biggest obstacle for children with special needs to receive education in the system of general education institutions. The essence of the problem of negative attitude is that parents, community members, teachers, employees of general education institutions, management bodies, and even children with special needs are reluctant and do not want to receive education in their general education institutions. The reason for this is people's misconceptions about disabled people, lack of information about them, the fact that disabled children grow up in a restricted environment, etc. The essence of the problem of invisibility in the community is that many children with special needs are often blocked by their parents. They lock them up at home and do not show them to anyone, during the registration process they do not give any information about their disabled child. As a result,



many children with disabilities are deprived of participation in the community. Lack of information about them leads to them not attending educational institutions.

The transition to a system of continuous professional development envisages the involvement of many thousands of public education workers in training every year and the organization of training based on their professional needs. Need-based training can only be done with intelligent software tools. That is why our institute has developed a special electronic platform "Continuous professional education". Using this platform, from March 2021, the system of continuous professional development of public education workers has been implemented. A pedagogue registered on this platform begins by solving the diagnostic test of advanced training courses. In this way, his professional gaps are determined, the individual professional development trajectory of the trainee is formed, and the pedagogue's qualification is increased by mastering the educational modules presented in accordance with this trajectory. Prepared educational modules were placed on the electronic platform. To date, 291 video courses of 4520 minutes have been created. During 2021, a total of 95,483 public education workers (methodologists, school principals, chemistry and biology teachers, and elementary school teachers) improved their skills based on their needs. The special electronic platform "Continuous Professional Education" is important in organizing the continuous professional development of public education workers. provides opportunities. Now, public education workers can improve their skills at any place and time, according to their professional needs, without being separated from work and family. This electronic platform will also be responsible for organizing where and when the training of more than 500,000 public education workers will be carried out. At the end of the current calendar year, each employee of public education independently enters the information about where and in what form they want to improve their skills into the platform, and the platform, summarizing all the requirements, formulates a plan for organizing the professional development of system employees in the next calendar year in terms of regions and professional development organizations. Based on this plan, continuous professional development processes of public education workers will be monitored. A certificate of advanced training is created and presented by the platform to an employee who has accumulated the specified credits as a result of professional development. Of course, professional development through the continuous professional education platform is not the only form of organizing professional development. (during students' vacations, teacher's methodology days and free time from classes) the opportunities to study in professional development courses are also preserved. These training courses are also organized on the basis of 30-36 hour programs, and certificates of training are presented to employees who have accumulated the specified credits. These certificates are also created and presented to employees through an electronic platform.

The introduction of the continuous professional development system is based on cooperation and solidarity. The introduction of the continuous professional development system cannot be implemented without the joint activity of our institute and 14 regional centers of professional development operating in the system. In the above-mentioned regulatory documents, our institute, as the main educational institution, is assigned the task of coordinating the educational, methodical and scientific activities of all regional centers. In connection with the



implementation of these tasks, the activities of the regional centers for the organization of continuous professional development were coordinated, and as a result, the curricula and programs of the training courses for public education workers in 27 areas were redeveloped, and the educational and methodological support of the courses organized in a traditional and online manner was completely updated. Also, video content of training courses organized on the platform based on the updated curriculum and programs was prepared. In order to increase the scientific competence of the teaching staff of the regional centers, the training of scientific-level personnel was started for them in the targeted doctoral course established at the institute. Of course, the introduction of the new system, in particular, the training of employees on the "Continuous Professional Education" electronic platform, may raise many questions. In order to respond to these questions and requests in a timely manner, the activity of technical support groups working 24 hours a day, 7 days a week, was established at the institute.

Continuous professional development is carried out in the following forms of education: - education without separation from production; - education without separation from production (through the electronic platform "Continuous professional education") According to the Regulation: Continuous professional development is carried out through retraining and professional development. The purpose of retraining of employees is to provide professional knowledge and skills in additional specialization of employees with higher education, who are working in the public education system, but do not have relevant pedagogical or professional education, taking into account the changing needs of the labor market, the individual, the state and society, in accordance with the existing state education standards or state education. The goal of employee training is to update the theoretical and practical knowledge of employees in connection with the increasing requirements for the level of qualification and the need to master modern methods of professional activity.

In conclusion, it should be noted that the requirements for assessing the level of suitability of a modern employee for a certain work activity are constantly changing and increasing. In this case, as "Professional competence", not only his professional knowledge, qualifications and skills, but also his logical thinking, initiative, perseverance, ability to work and cooperate in a group, informativeness and other qualities are important. In this process, it is important for pedagogues to work on themselves regularly and improve their skills on the basis of consistency, understanding the requirements of the time.

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