



CAPABILITIES OF THE CLUSTER ENVIRONMENT IN THE TRAINING OF TEACHERS FOR INCLUSIVE EDUCATION

Kadirova Feruzahan Usmanovna

Chirchik State Pedagogical University, p.f.D. (DSc)

Abdullaeva Gavhar Saparovna

Chirchik State Pedagogical University p.f.n (PhD)

Yunusova Khusnora Shuhrat kizi

Chirchik State Pedagogical University

Dekhkunov Muborak Xiyosiddin kizi

Chirchik State Pedagogical University

ANNOTATION

A number of scientific researches are being carried out in the world on the organization of primary education on the basis of innovative technologies, improvement of organizational, methodological components, didactic system of the educational process as the main stage of the system of quality training in all areas.

Key words: modern methods, tools and forms, organizational, methodological components, didactic

Currently, the content of scientific research carried out in the public education system reflects current issues related to the practical implementation of modern methods, tools and forms of teaching. In particular, the issue of ensuring the quality education of children with disabilities, protecting their right to study in an inclusive environment without moving away from the family is one of the most important areas of Public Policy. After all, the implementation of the principle of humanism in society and the state depends on the level of social protection of disabled children and adults living there, the level of supportive attention to them.

Despite the fact that various aspects of the problem of professional preparation of primary school teachers for the implementation of inclusive education are the focus of attention of many authors, it is necessary to note that in the conditions of the educational cluster, there is not enough research on the formation of a pedagogical's readiness for the implementation of inclusive education and

Thus, among the trends in the development of inclusive education in our homeland and the issues of improving the skills of educators in the field of inclusive education, there are specific conflicts that can be expressed as follows:

- conflicts between the necessary need of society for an educator who successfully carries out his professional activities in the conditions of inclusive education and the insufficient readiness of educators to effectively carry out inclusive practice;

- conflicts between the need to form a pedagogical readiness for inclusive education and the insufficient development of methodological approaches to its formation in the conditions of an educational cluster and pedagogical technologies.



The contradictions mentioned made it possible to express the research problem as follows that this issue was not sufficiently theoretically developed in the psychological and pedagogical literature, and it has great practical significance. That is, in the conditions of the educational cluster, it is necessary to improve the organizational and pedagogical conditions and technology of the formation of the readiness of the educator for the implementation of inclusive education at the level of modern requirements.

Currently, the scope and content of modern requirements for the training of pedagogical personnel has expanded. Including educators are required to know and be able to:

- knowledge of theoretical issues of education and upbringing of children with disabilities;
- knowledge and differentiation of psychophysiological features of the development of children with defects;

- knowledge of special conditions and approaches in inclusive education and the ability to use them in practice;

- possession of methods of preparation of educational materials in subjects in accordance with the educational opportunities of children with disabilities and those who are developing in the norm;

- knowledge of the management of students' joint activities in the process of inclusive education;

- work in cooperation with psychological and pedagogical support specialists;
- they need to know how to help children with special educational needs and their family, and so on.

In order for the preparation of primary school teachers for inclusive education to be recognized as a pedagogical problem, it is necessary to reveal the meaning and essence of the concepts of "inclusion", "inclusive education", "cluster conditions", "synergistic influence", as well as the interaction between integrative and inclusive education.

Inclusive ("included") education refers to the education of children with disabilities in health along with their peers developing in moderation. This education is based on the adoption by educators of the principles, approaches and values of inclusive education, which determine the humane attitude of society towards a "separate" child. Despite the widespread use of the terms "inclusion", "inclusive education", the question of determining the essence of these concepts remains controversial until now. In our opinion, these discussions are related to the different methodological approaches of researchers and practicing psychologists and teachers to this phenomenon. In addition, the level of public awareness is low about clustering, which is gaining popularity in today's educational practice, ensuring efficiency in solving the problems that have arisen in each area and in the implementation of relevant innovative trends in the cooperation of cluster subsections. The study also provides for the solution of exactly this issue. Because there is a need for training personnel for inclusive education, experience and testing in achieving the targeted use of synergistic influence.

It is known from history that the evolution of an inclusive approach in the field of education is based on a change in society's attitudes towards the concept of disability.

S.A.Proshinsky and N.V.Borisova emphasizes that according to the social model that is relied on in the organization of inclusive education, "the cause of disability is not only the disease itself, but also the existing physical (on social structures and procedures) and organizational (on relationships) barriers, stereotypes and prejudices in society" [31;13-p.].

S.V.Alexina describes the essence of inclusion as follows: "...inclusion is a social concept that implies the humanization of social relations, the same sense of understanding the goals of



recognizing the rights of persons with disabilities to receive quality education together"[19; 65-p.].

The widespread introduction of inclusive education and the international experience of achieving socialization of children with disabilities as its optimal result are implemented from the 1960s to the present, as a strategy with a long-term consistent, continuous, step-by-step and integrated approach.

An analysis of foreign experiments on the qualitative Organization of lifelong learning of children and adults with disabilities has shown that the formation of Civil Relations is based on the development of regulatory legal acts designed to guarantee the rights of persons with disabilities to receive education in different countries and, of course, on the involvement of the activities of interested subjects in inclusion.

Russian scientist N.N.Malofeev says: "only after the formation of Public Relations was achieved, the transition to the implementation of the ideas of inclusive education into practice was carried out" [66; 90].

In the introduction and successful implementation of inclusive education, we identified the following conditions when organizing the activities of cluster subjects in a barrier-free environment:

presence of ramps;

school first floor design;

Re-and inclusion-appropriate equipment of common areas;

adequacy of specialist special educators (defectologists);

readiness of teachers, students and parents for integration or inclusion;

stereotypes, prejudices (in relation to people with disabilities) are opportunities to respond to them in a timely appropriate and legal context.

In order to effectively prepare primary school teachers for this education, first of all, the values of inclusion must be recognized by the school team. In addition, teachers are required to have a professional orientation in the search for measures to satisfy each child's need for development, regardless of their limited capacity. Most importantly, the formation of an inclusive culture of educational development in connection with the understanding of the need to support individuality in children is also considered to be one of the important pedagogical conditions. At this point, in the course of our study, the concept of "inclusive culture" was achieved recognition at the level of a conceptual category in a cluster environment.

T.But and M.Einskoular believes that "inclusive culture is the basis of reforms and transformations in the field of Education" [33].

In fact, inclusive culture is a priority in the reforms carried out in the education system today, as well as in experiments on the use of the cluster approach. Because this socio-pedagogical category contributes to the creation of a psychologically safe and compromise team in relations, which joins the ideas of working in cooperation, stimulates the development of all its participants, ultimately changes educational policies and practices.

In primary school teachers, inclusive culture is a component of professional pedagogical culture, which is *zurur* in professional pedagogical activity.

It is defined by scientists as "an integrated personal quality that helps to create and master the values and technologies of Inclusive Education, integrates the system of knowledge, skills, socio-personal and professional competencies, allows the educator to work effectively in the conditions of inclusive education" [108; 81-p.].

L.S. Vigotsky achieved the justification of the idea of inclusive education in pedagogical science in the XX century. That is, it was one of the first to substantiate the need for an inclusive



approach as a pedagogical system that inextricably linked special and general education. He says: "a special school, along with all its advantages, develops skills that, instead of taking the child out of the separated universe, usually lead to even more isolation in him" [36].

About the narrow possibility of special education in the socialization of children with disabilities P.V. Romanov said: "special education is seen as a provider of educational and medical services to physically and mentally vulnerable children, as their protector. In fact, special education allegedly helped children with disabilities by segregating them (separating them from society), maintaining their further marginalization and rationalizing (approving) this process." [92; 4-p.]. Special education creates special conditions to meet the needs of children with disabilities for medical and pedagogical services. However, this prevents the socialization of children by keeping them in a closed space. This situation creates a social barrier for children with disabilities and their families. This requires integrative or inclusive education, which allows to seriously reduce the marginalization processes of children with disabilities. Therefore, the earlier inclusive education begins, the more purposefully educators are prepared for this process, the more effective effects of inclusion are achieved in society. Inclusive education appears as a humanitarian alternative to special education. But, together with the recognition of the negative aspects of special education in teaching children with disabilities, L.S. The following opinion of vigotsky, which he warned, should also be taken into account: "...the hasty implementation of the ideas of integration, especially the desire to replace the special education system with gross integration, can lead not only to ensuring equality of rights, but also to the deprivation of adequate (exactly the same conditions and intended for these children) educational opportunities for children with special educational needs." [37; 52-p.]. There are examples in history on this.

Hence, such drastic actions, known from history, serve to substantiate the conclusion that the introduction of ideas of inclusion in the process of children's education with disabilities does not eliminate the role of special education, but replaces it. In self-preparation of primary school teachers for inclusive education, one should rely on the idea that it is only children who have the opportunity to receive general education that are involved in education, but rather the situation, that is, children who do not have the opportunity to receive general education in harmony with healthy children, do not enter education. Otherwise, it will lead to the fact that teachers will also be frightened by Inclusive Education. The teacher should not be afraid to teach, on the contrary. Should approach with enthusiasm. Only then will inclusive education be effectively organized. Its participants will find interest in the process.

A.Dyson notes that in a social model that relies on the idea of inclusion, the role of special education can be viewed as follows, that is, members of a socially successful society can support and improve methods that serve the further marginalization of children with special needs with the help of special education. In contrast, in the "medical" model of special education, opportunities are created for placing children who are difficult to study in secondary schools in specialized educational institutions [130].

Ture yonsan writes that "inclusive education is education that focuses on the child's capabilities that is, education is given to all children the same, the demand for their knowledge comes from the capacity of each child" [103].

From national pedagogical scientists R. Sh.Shomakhmudova for the first time brought the experience of inclusive education into the educational practice of the country. The significant activity of the scientist in the direction of Blind Children's education has led to the promotion that effective special education is the foundation for Inclusive Education. "A defect of a mild degree is not a reason to involve a child in education without a fork from society," believes R. Sh.Shomakhmudova [115].



Summarizing the above definitions, considerations, personal conclusions, we list a number of situations that ensure the achievement of the formation of the readiness of educators for inclusive education in the conditions of the educational cluster. They are:

taking into account modern trends in the preparation of teachers for Inclusive Education;
systemic occurrence of the desire for re-reform of personal-professional experience in educators;

achieving the orientation of professional activity by teachers in motivation and tolerance in the context of inclusive education;

- reflection (purpose, content, process, normative-diagnostic and consequential) of didactic elements embodied in the model of preparing primary school teachers for Inclusive Education the principles and ideas of this education;

- technologies for the development of the readiness of primary school teachers for inclusive education are based on the principles of adult education, the implementation of additional professional programs among courses in the educational cluster environment;

- Organization of Personnel Support, organizational and management support, regulatory and legal support and interdepartmental interaction with social partners, scientific-methodological and information support ensure the conditions of the cluster saturated to the inclusion.

We believe that the following socio-educational tasks should be carried out on the basis of the listed circumstances:

1. Identification of modern trends, factors of professional training of primary school teachers in accordance with the development processes of inclusive educational practice.

2. Disclosure of the readiness of primary school teachers for Inclusive Education at the level of substantive and structural structures in the conditions of the cluster.

3. Determination of structural-dynamic characteristics of the process of forming the readiness of educators for inclusive education in the conditions of the educational cluster.

4. Analysis of methods and technologies for the formation of a pedagogical's readiness for inclusive education in the conditions of an educational cluster, improvement of those that are considered the most effective.

5. Substantiation of organizational and pedagogical conditions that ensure the effectiveness of synergistic approaches that allow achieving the readiness of educators for inclusive education in the conditions of the educational cluster.

The understanding of the content of inclusive education and the intensive introduction of its ideas into practice are associated with existing traditions and humane principles in modern educational practice in relation to children with developmental disabilities.

In our opinion, inclusion is a form of education that brings these two systems closer, with the border between general and special education systems transparent.

The fact that a disabled child must exercise his right to education in any type of educational institution and in this he must be able to receive the specialized assistance necessary for him is established by the legislation of our country.

The approach of general and special education imposes new requirements on the activities of the primary school teacher. For example, in pedagogical activity with children with special educational needs, it is necessary to carry out both correctional-compensatory, diagnostic-consultative tasks.

As a result of the analysis of foreign and national studies, a number of organizational and pedagogical conditions can be distinguished that ensure the formation of inclusive competence of educators in attracting children with disabilities to the socio-educational



environment along with healthy peers. For example:

- accepting students with developmental problems as any students in the classroom;
- involvement of healthy and disadvantaged students in joint activities, but the preliminary solution of various pedagogical tasks in this;
- involvement of all students in collective forms of education and solving educational tasks in groups without exception;
- extensive application of various strategies of community interaction of educators in the process of inclusive education: Games, joint projects, laboratory research, etc.

For the listed pedagogical conditions, it is necessary to separately and purposefully prepare teachers for the creation of a relational environment in the conditions of the educational cluster. It is also important to solve the problem of methodological support of inclusive education of children with disabilities. The more organizational and pedagogical preparation of primary school teachers for inclusive education is achieved, the greater the need for methodological support of the educational environment. Because the different possibilities of children require separate didactic distributions in each lesson. As for the preparation of these distributions, a number of requirements are imposed. Methodological recommendations, instructions that embody these requirements will allow you to effectively organize the activities of students only in the didactic environment.

What does the educational cluster have to do with achieving inclusion and its effective implementation? - the following comments can be cited as a practical solution to the question –:

1. In the conditions of the cluster, the roles and tasks of participants in inclusive education are determined clearly and purposefully.
2. If the trajectory of academic activity of students is carried out on the basis of an educational institution, then the trajectory of social adaptation is organized on the basis of the map "from home to school". This in itself characterizes the direct genius of the neighborhood and macro environment to this type of Education.
3. A unique humanitarian attitude to disability does not arise alone or in the family itself, or only with the participation of the neighborhood and or with the efforts of the interested organization itself. This attitude necessitates the participation of society. Therefore, the tasks set in our study prompted the appeal to the educational cluster within the framework of the idea "from inclusive education-to inclusive society".
4. Families lack parental pedagogical literacy to create an educational environment for children with disabilities. And the organization of assistance to families in this matter is not only a task of the educational institution, of course, since each family has its own social status, internal rules of order, which require the participation of the neighborhood and other social institutions in finding and applying a specific path. And when directing these actions to the general level, you need the principles of the education cluster.
5. If in the process of inclusive education attention is directed only towards children with disabilities, then this type of Education loses its openness, accessibility and, of course, humanity. So, in inclusive education, attention is focused on creating an equally comfortable environment for all students. This situation provides for the Coordination of the participants ' activities based on the purpose of the type of Education. It is also in the solution of this issue that the educational cluster emerges as a pedagogical mechanism.

In the environment of the educational cluster, it is advisable to include tasks related to the content of continuous professional development in order to prepare primary school teachers for work in conditions of inclusion with children with disabilities.



In the implementation of adult education, we gave priority to tasks in the following areas:

- involvement of educators in the planning of the educational process;
- taking into account the Real proposals of practitioners-teachers on the assessment and proofreading of the educational process;
- creating a wide opportunity for independent activities of practitioners-teachers, prioritizing creative freedom;
- orientation of practitioners-teachers to solving certain life situations, problems and the implementation of educational goals.

In the PTIC context, the following subekt activities were required, preparing teachers for Inclusive Education. They are:

1. Preschool educational organizations. The involvement of this system in inclusive education is characterized by the complex readiness of children for school education. If it is achieved that children with disabilities, such as healthy children, are ready for school both colloquially, academically, mentally and physically, and socially, then as students, these children will be ready to master the subjects.

2. Secondary schools. this period is considered important in ensuring the effectiveness of inclusive education, as it includes a long period among the links of continuing education. The initial period of school education is the period of primary education, when the responsibility of its founder-teachers is as great as the fulfillment of a social order. Ptik is precisely considered a favorable environment in communicating the scale and essence of social order to teachers. Because the father or mother who comes to school with the child will definitely begin to control school education. Provides a quick analysis of the convenience of education for their child. With this, members of the community as cluster subsects also participate in the assessment of the quality of Education.

3. An important link in the operational preparation of teachers for Inclusive Education, the implementation of innovative approaches in practice is the system of professional development. Practitioners-trainees who come to study for advanced training courses draw up their own professional development map. The map clauses display social order requirements. Adrogogic forms of work are used in this educational process. They are: presentations, videodars, webinars, master classes. The information environment is necessary in ensuring the effectiveness of the listed forms of work. Only then will the practitioner-trainee be actively involved in the process. The presence of a computer, multimedia and sound amplifier devices that ensure the activity of listeners also allows you to effectively prepare teachers for Inclusive Education.

When teaching educators, it is necessary to create conditions that ensure their psychological safety. They are:

- formation of empathic, benevolent relations of educators, educators with each other with the teacher;
- ensuring that participants in the educational process refuse to criticize;
- respect the opinion and personal point of view of each participant in the educational process;
- to achieve an environment in which educational recipients are denied punishment measures and reprimands;
- it is important to achieve that educators provide mutual assistance to one another.

An important factor in ensuring the continuous professional development of teachers in PTIC conditions is the psychological and androgogic diagnosis of teachers. On the basis of



diagnostics, adult educators are given the opportunity to clearly express their educational goals, to choose forms, methods and methods of education that are suitable for the educational needs of educators. It is important to take into account the variety of education levels of educators, household, social and professional experience.

Educational and methodological conditions of Education presuppose the use of educational and methodological materials that take into account the individual characteristics of older educators. The educational and methodological materials used should provide intelligibility, science, systematicity and consistency, the need for regular self-improvement, self-development and independent study.

It is necessary to adhere to the following principles of creating educational and methodological materials for adult education:

variableness of educational material;

orientation towards independent education (sufficiently complete statement of educational material, the presence of base working texts, tasks for self-control, information materials, dictionaries of terms, a list of basic and additional literature);

recommended forms, methods, tools for assessing education and results;

problematic-control questions were asked on the topic.

The content and forms of conducting events aimed at preparing educators for effective work with students in the conditions of inclusive education will also depend on the formation of a target group of listeners. Target groups are formed in connection with the categorization of problems identified as a result of diagnostics. In addition, a number of structures can be formed, including groups consisting of heads and specialists of non-governmental educational organizations, medical and pedagogical and psychological commissions. It is the orientation of primary school teachers in the Integrative activities of similar structures that makes it possible to widely promote inclusive education.

The issue of introducing into practice adaptive educational approaches to preparing teachers for work with children with disabilities in PTIC conditions was also investigated in our study. According to him, the educational environment in the family is also affected in achieving the assimilation of primary education disciplines by students. A special place is also occupied by the content Organization of leisure activities of children with disabilities, such as healthy children. If it is necessary to ensure that the movement of students in the neighborhoods is taken under control by the general public due to the fact that the family and the school team cannot be fully captured. Because the participation of neighborhood members is necessary to ensure the safety of school attendance of children with disabilities. That is why today the activities of specialists are carried out in such state units as the youth leader, women activists. It is for these specialists that it is necessary to develop suitable adaptive training seminars and flexible training assignments that allow mastering subjects at school and purposefully prepare teachers for its practical use.

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