

TECHNOLOGIES FOR TEACHER TRAINING FOR INCLUSIVE EDUCATION IN THE PROCESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT

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Abstract

This article analyzes the technologies for preparing teachers for inclusive education within the framework of the continuous professional development system. The issues of forming inclusive competencies of teachers through modern technologies, module-based training, practical exercises and trainings in the process of professional development are highlighted. Also, suggestions and recommendations are given based on international experience and existing approaches in Uzbekistan.

Keywords: Inclusive education, teacher training, professional development, technology, competence, training, module.

Introduction

Today, one of the pressing issues in the education system is to create conditions for each child to receive equal and high-quality education. In particular, inclusive education plays an important role in ensuring the full integration of children with special educational needs into society. However, the level of training of teachers and their approach to inclusive education are the main factors in this process. Therefore, it is necessary to improve the technologies for preparing teachers for inclusive education in the continuous professional development system.

The development of human resources and their professional potential is one of the urgent issues in the modern education system. From this point of view, professional development is not just retraining, but an integral part of the continuous education system that ensures that each specialist acquires deeper knowledge and skills in his or her professional field.

Increasing the level of competitiveness of personnel based on modern requirements, introducing them to the latest innovations in science, and applying them in practice through the study of best practices are among the main goals of professional development. As part of this process, teachers and other specialists get acquainted with innovative approaches, advanced methodologies, modern technologies in their fields of activity and learn to effectively implement them in their work.

The professional development system introduces teachers to reforms, updates, and modernization processes in the education system. This process develops the skills of teachers to critically approach their work, test new pedagogical methods, and organize the teaching process on an innovative basis. In particular, the introduction of information and communication technologies in pedagogical activities is becoming an important factor in increasing the effectiveness of the professional development process. With the help of these technologies, it is possible to widely distribute educational materials, use distance learning opportunities, and apply interactive teaching methods.

The issue of preparing teachers for inclusive education is of particular importance in improving their professional development. Inclusive education is a humanistic approach aimed at creating opportunities for all children to receive education together, regardless of their individual capabilities and needs. The term “Inclusion” when translated from English means “adaptation”, “inclusion”. This is an educational model aimed at ensuring that all children enter the social community as equal members.

In the advanced training courses, primary school teachers are trained to work on the principles of inclusive education. In this regard, it is especially necessary to adapt children with disabilities to a healthy student community, help them find their place in the community, instill such human values as friendship, cooperation, kindness, and mutual respect. During the lessons, the teacher organizes the educational process using adapted methods and tools, taking into account the needs of each student.

The inclusive education module is based on the following basic principles:

- Education should be open and equal for all;
- Creating adapted conditions for all children;
- Developing appropriate curricula for each student;
- Ensuring an individual approach by teachers;

- Achieving high results through careful lesson planning.

Thus, professional development of personnel serves not only to update professional knowledge and skills, but also to implement values such as humanity, equality, and sustainable development in the education system. This serves to form a modern continuous education system that provides equal and high-quality education to every member of society.

To be ready for inclusive education, teachers must have knowledge and skills in the following areas:

- Psychology and pedagogy of children with disabilities;
- Differential education methods;
- Ability to work in a team, cooperate with parents.

The following technologies are considered effective in preparing teachers for inclusive education:

a) Module-based training: Each module is structured with specific goals, outcomes, and practical exercises (for example, modules for working with children with visual, hearing, and mental disabilities).

b) Interactive trainings and seminars:

- Role-playing games (simulation)
- Problem-based learning
- Reflection-based methods

c) Electronic learning platforms: Distance learning opportunities are created using webinars, video lessons, and testing systems.

d) Mentoring and observation-based learning: Practical skills are developed through experience sharing, observation-based assessment, and peer programs.

Professional development programs should form the following competencies in teachers:

- Creating an inclusive lesson plan;
- Using adapted assessment systems;
- Being able to adapt educational resources (visual, kinesthetic methods);
- Empathy and tolerance.

Today, teachers are required to have a high pedagogical level and methodological approaches to effectively organize the educational process in primary grades. Therefore, the issue of using innovative and modern pedagogical technologies in education is becoming relevant. Unfortunately, many advanced methodological

ideas and practical advice in this regard have not yet been fully covered in scientific, pedagogical and methodological literature.

A primary school teacher must be able to see each lesson in a single, holistic system, imagine it perfectly and plan it carefully in advance. In this process, it is important to draw up a clear, step-by-step project of the lesson, in particular, to develop a technological map. A technological map is a detailed plan drawn up taking into account the methodological foundations of the lesson, the age and psychological characteristics of students, their capabilities and needs. It clearly defines the methods, tools, forms of educational activity used in the lesson, and the expected results.

Based on these technological maps, the teacher must develop a clear algorithm for each lesson. This algorithm systematically describes the work to be done at each stage, the participation of students, the method of presenting educational material, and assessment criteria. As a result, the teacher knows exactly what needs to be done during the lesson, and the students are also aware of their activities and are active in the lesson process.

A modern primary education teacher must be comprehensively knowledgeable, open to innovation, and keep up with the demands of the times. He or she acts not only as a teacher, but also as an educator, organizer, motivator, and innovator. The teacher must be able to turn his or her students from passive learners into active participants in the educational process.

For this, it is important for the teacher himself or herself to have in-depth knowledge of modern pedagogical technologies, teaching methodologies, and innovative approaches, to constantly work on himself or herself, and to improve his or her skills. Only then will the educational process be effective, productive and comprehensively develop the student's personality.

The concept that every child should have equal opportunities in the modern education system is the main idea of inclusive education. Therefore, the widespread introduction and development of inclusive education should be carried out in the following priority areas:

Training and retraining of qualified pedagogical personnel. The high-quality organization of inclusive education directly depends on the availability of teachers with sufficient knowledge, skills and professional competence in this area. Therefore, the creation of targeted retraining courses, short-term training

programs and regular professional development opportunities for pedagogical personnel is of great importance.

Introduction of inclusive directions in higher education. It is necessary to include subjects, modules and practical exercises related to inclusive education in the curricula of higher educational institutions of pedagogical orientation, as well as to constantly update educational and methodological materials in this area.

Introduction of initiative centers and modern methodologies. It is urgent to organize special training centers for inclusive education, effectively use foreign best practices, as well as train teachers on the basis of a person-centered approach to education, and develop a system for improving their skills.

Working in partnership with the community. In order to establish close cooperation between teachers, students, parents and representatives of civil society, it is important to develop educational and methodological complexes, methodological manuals, recommendations and popular media on inclusive education.

Improving the quality of personnel. Along with the introduction of inclusive education in general education institutions, it is necessary to improve the academic level of teachers working there, in particular, support education at the master's level and higher.

Paying attention to the needs of remote areas. In order to ensure territorial equality in inclusive education, it is necessary to pay priority attention to remote and rural schools where children with special educational needs live, create the necessary infrastructure and provide them with additional pedagogical resources.

Improving the quality control and evaluation system. It is necessary to form an independent system for assessing the quality of inclusive education, through which mechanisms for determining the effectiveness of educational outcomes and implementing the necessary changes should be developed.

Using distance learning opportunities. By introducing distance learning technologies into inclusive education, it is possible to provide teachers in different regions with modern knowledge and expand the opportunities to support their professional development.

Expanding the human resource pool in special pedagogy. It is necessary to increase the number of specialists necessary for inclusive education by increasing the admission parameters for the "Special pedagogy" major in higher education institutions.

Supporting young specialists. It is important to professionally support young teachers starting their work in the inclusive education system, direct them to cooperation with qualified mentors, and improve mechanisms for motivating them based on their service position.¹

In conclusion, the training of teachers for inclusive education should be carried out systematically and gradually through a system of continuous professional development. Modern technologies, interactive methods, and a competency-based approach are important tools for improving the training of teachers. Also, conducting training based on real-life situations strengthens their professional readiness.

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