



DEVELOPING THE PEDAGOGICAL RESPONSIBILITY OF PRIMARY TEACHERS IN AN INCLUSIVE EDUCATION SETTING

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Abstract

This article analyzes the inclusive education system and its basic principles, especially the need and directions for developing the pedagogical responsibility of primary school teachers. The professional qualifications of teachers, emotional stability, their role in adapting the educational process, and pedagogical approaches are highlighted. Practical recommendations are also provided.

Keywords: Inclusive education, pedagogical responsibility, primary school, adapted education, teacher competence, social integration.

Introduction

Today, inclusive education is widely popularized in the education system on the basis of social equality, human rights, and equal opportunities. Especially since the primary education stage is crucial for the further development of children, it is required that the pedagogical responsibility of teachers working at this stage be at a high level.

Within the framework of the reforms being implemented to improve the education system in our country, special attention is paid to inclusive education. The widespread introduction of inclusive education, that is, the creation of all necessary legal, organizational and methodological conditions for the involvement of children with disabilities and special needs in the general education system, is one of the priorities of today's education policy.

The training and qualifications of pedagogical personnel are recognized as one of the most important factors in this process. In particular, primary school teachers must have a special pedagogical approach, didactic methods and psychological knowledge. Because they are not only educators, but also play a key role in the socialization, adaptation and manifestation of children's potential.

The inclusive educational environment is more complex than a regular classroom, and the teacher's tasks expand in this. He must not only ensure the mastery of the curriculum, but also provide social support to children with various individual needs, reveal their inner potential, and ensure their integration with other students in the classroom. This, in turn, requires a high level of inclusive and methodological competence from the teacher.

"Inclusive and methodological competence" is understood as a complex set of methodological knowledge, skills, activities, personal qualities and values, aimed at successfully cooperating with children with special needs in the professional activity of a teacher, developing in them high-quality knowledge, necessary skills and basic competencies. Personal values, information and cognitive skills, practical activities, analytical and evaluation skills are highlighted as the main criteria for this competence.

To develop inclusive and methodological competence of primary school teachers, it is necessary to create pedagogical, organizational and psychological and pedagogical conditions based on a specially developed model. This model includes the following components:

Psychological and pedagogical conditions are the content of the educational process, methods, styles and didactic tools, the educational environment and the professional and psychological training of the teacher.

Organizational conditions are organizational, legal, material, technical and managerial factors necessary for the effective implementation of inclusive education.

A set of professional and methodological measures is a system of activities aimed at improving the skills of teachers, mastering modern methodological approaches and regular self-improvement.

At the same time, the model for the development of inclusive competence reflects a unique systemic approach. It considers the important elements of pedagogical activity - goals, means, methods and results - in an inextricable link. The components of the model are characterized by their mutual integration, flexibility and openness to development. This allows teachers to adapt their professional activities to the modern needs of society.

That is, the role of primary school teachers in inclusive education is invaluable. Their methodological training, personal and professional values, communicative

and diagnostic skills serve as the foundation for effective education in an inclusive environment. Therefore, the development of their inclusive and methodological competence is one of the urgent tasks of current educational policy.

Inclusive education is a system that ensures that all children (including those with disabilities or developmental disabilities) receive education in the same class, in a single educational institution. The main principles are:

- Equality of opportunities
- Adapted learning environment
- Diversity of pedagogical approaches
- Support for social integration
- The role and pedagogical responsibility of the primary school teacher

The role of the teacher in primary education is interpreted in inclusive education as follows:

- Formation of an individual approach - Using teaching methods that suit the needs of each student.
- Working with adapted materials - Simplified texts, illustrated tasks, visual aids.
- Patience and emotional stability - Culture of communication, understanding the emotional state of the student.
- Promoting social adaptation - Forming equal relations between all students.

The modern inclusive education system involves complex and multifaceted activities aimed at ensuring the full education of children and adolescents with disabilities. The implementation of the following important goals and tasks in this system is considered urgent:

Creating the necessary conditions in educational institutions - it is necessary to organize an adapted psychological, pedagogical and correctional environment for children and adolescents with disabilities. This will allow them to learn through adapted general education programs, support their spiritual development and successfully adapt to social life.

Ensuring the right to equality in education - implementing the principles of social justice by guaranteeing the right of all students, especially those with disabilities, to receive quality education.

Encouraging the active participation of society and family - taking into account the needs of children with disabilities and healthy children, directing them to early



socialization, for this it is necessary to ensure the active participation of society and family members.

Ensuring the right to live without separation from the family is an important task - creating conditions for children with disabilities to live in their own families and actively participate in social life, not in special institutions.

Formation of positive social relations is an important social task - establishing a compassionate, respectful, positive attitude towards children and adolescents with disabilities in society. This, in turn, is a key factor in combating discrimination, indifference and negative stereotypes.

In many cases, a child's lagging behind in the educational process is associated with the incomplete formation of their mental functions. For example, a child's inability to perform the correct sequence of actions when dressing is not a problem with memory, but a consequence of the lack of formation of practical skills necessary to master this sequence of actions. In order to eliminate such problems, it is useful to use psychocorrectional methods and visual aids - for example, images depicting sequential actions.

When organizing the educational process, it is important to take into account the unique traditions, customs, educational values, directions of state policy, and the level of mental and physical development of students. This approach provides an individual approach to inclusive education and supports the personal development of each child.

Overprotecting children with disabilities, restricting their every movement, hinders their personal development. On the contrary, by supporting their independent thinking, striving for action, and creating opportunities to express their opinions, difficulties in their formation as a person can be prevented. If a child is taught to feel responsible for his life, then such negative qualities as disobedience, stubbornness, and stubbornness will decrease.

Today, one of the biggest obstacles to the full implementation of inclusive education is negative social attitudes. The opposition of parents, members of society, educators and representatives of the education system to the education of children with disabilities in general education institutions leads to the separation of these children from society. The reason for this is the lack of positive information about people with disabilities, stereotypes and the limited environment in which children with disabilities grow up.

Inclusive education is not just an education system created for children with disabilities, but an approach based on humanistic principles, aimed at creating equal opportunities for all children. This requires the cooperation of the state, society, family and educators. A truly inclusive environment can be achieved by eliminating negative attitudes and misconceptions.

The family is the first and most important educational environment in the life of every child. Especially for children with visual impairments, nothing can replace the kindness, understanding and continuous support of parents. Therefore, it is important to introduce special pedagogical approaches in the process of preparing them for education, as well as provide pedagogical and psychological support to parents.

At the same time, representatives of the medical field regularly monitor the health of blind children. These children should undergo a medical examination at least twice a year. In addition, various promotional activities are carried out to prevent disability, especially informing the general public about the negative consequences of early marriage or marriage between close relatives. Such preventive measures are an effective tool not only for raising a healthy generation, but also for reducing the number of children with disabilities.

The development of inclusive education in secondary schools is considered one of the priorities of state policy, and modern pedagogical technologies and methodologies are being developed by inclusive education laboratories in this regard. Teachers are provided with updated teaching materials, practical recommendations and instructions, and special attention is paid to improving their professional qualifications. This, in turn, serves to improve the quality of education. In addition, in cooperation with the Republican diagnostic centers and higher educational institutions operating in the field of inclusive education, regular advanced training courses are being organized for teachers of special basic correctional classes. Future teachers are being taught the most modern methodological approaches, which will create the basis for their formation as innovative, active teachers who meet the requirements of modern education in the future.

Also, the role of charitable organizations and social associations in the successful development of inclusive education is invaluable. They not only provide financial support, but also play an important role in shaping public awareness and creating a

comfortable and equal opportunity environment for children with disabilities. In particular, the full integration of visually impaired children into the inclusive education system requires social cooperation. Creating the necessary conditions for them in preschool and general education institutions serves as a solid foundation for children to find their place in society.¹

Conclusion, developing the pedagogical responsibility of primary school teachers in inclusive education is not only a professional obligation, but also a human duty based on the principles of social justice. In this process, the knowledge, compassionate approach and professional competence of the teacher play a decisive role. Therefore, increasing the responsibility of the teacher in inclusive education should be supported at the level of state policy.

References

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