

APPLICATION OF EDUCATIONAL PRINCIPLES IN PREPARING FUTURE SPECIALISTS FOR PROFESSIONAL ACTIVITY IN INCLUSIVE EDUCATION SETTINGS

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Abstract

This article presents theoretical insights aimed at improving the effectiveness of teaching the module “Technology of Teaching the Mother Tongue” in higher education. In particular, the paper highlights the principles for the effective organization of lecture sessions in higher education, including the priority of the prognostic approach, learner-centered orientation, situational relevance, communicativeness, and variability. The application of these principles in the context of inclusive education is substantiated, with special attention paid to the professional preparation of future specialists.

Keywords: Technology of Teaching the Mother Tongue” module, teaching effectiveness, theoretical foundations, higher education, lecture sessions, educational principles, inclusive education.

Introduction

In higher defectological education, the formation of professional competencies in future specialists for work in inclusive education settings and their training in the effective use of special teaching methodologies constitute a comprehensive and multifaceted process. In higher education institutions, lecture sessions within the “Technology of Teaching the Mother Tongue” module are fully based on general didactic principles, including scientific validity, consistency, sequence, continuity, relevance, accessibility, durability of knowledge, integration of theory and practice, visual support, differentiated instruction, individualized approach, and conscious learning.

In addition to the above-mentioned general didactic principles, a number of principles that are particularly relevant in modern educational practice have been identified. Under conditions of innovative education, the principles for effectively

organizing lecture sessions within the “Technology of Teaching the Mother Tongue” module include the following:

Priority of the prognostic approach. This principle involves planning the sequence of actions of both learners and instructors with an anticipation of expected learning outcomes.

Learner-centered orientation. This principle requires taking into account students’ interests, learning styles (auditory, visual, kinesthetic, discrete), prior experiences, and individual characteristics within the pedagogical process.

Principle of situational relevance. This principle focuses on creating learning situations during lectures that enable rapid and comprehensive assimilation of presented material. In addition, it implies the ability to manage unexpected situations arising during lectures in a way that avoids negative consequences and, instead, facilitates learning. When teaching the mother tongue to children with hearing impairments, this principle enables the mastery of linguistic rules through real-life situations. It also presupposes the use of imitation-based situational models that allow learners to directly perceive the emotional and expressive aspects of the native language. Therefore, it is advisable for higher education instructors to possess a collection of such models.

Communicative principle. This principle requires organizing lecture sessions through dialogue based on mutual trust. Full mastery of the mother tongue enables individuals to express their thoughts orally and in writing in accordance with the communicative environment. The “Technology of Teaching the Mother Tongue” module provides students with the opportunity to acquire the knowledge, skills, abilities, and competencies necessary for both personal life and professional activity. Accordingly, instructors should explain the relevance of each topic to students’ real-life and professional needs. To achieve this, organizing lecture sessions by dividing them into motivational, informational, instructional, and reflective stages, and selecting appropriate methods and tools for each stage, ensures the attainment of expected learning outcomes.

Principle of variability. At present, priority is given to variable approaches in the educational process. Variability implies the availability of multiple alternatives. During lecture sessions, the instructor is required to prepare various combinations and modifications of teaching methods and tools. The principle of learner-centeredness inherently necessitates variability. Regardless of the instructional pathway chosen by the teacher, students must ultimately acquire the required knowledge, skills, abilities, and competencies related to the topic.

Not all students are equally capable of mastering the learning material at the same level and pace. Therefore, the instructor must predetermine the minimum learning threshold for the topic, as well as the scope of information and the levels of complexity of learning tasks designed to reinforce the material. In this process, it is essential to adhere to the principle metaphorically expressed as “both the beginning and the end of the bus route lead to the same destination,” meaning that situations in which one student demonstrates knowledge at level “A” on one topic while another demonstrates knowledge at level “N” on a completely different topic should be avoided.

Unfortunately, in educational practice such situations still occur, where assessment is carried out merely to assign a grade to a student. The principle of variability serves as an effective means of preventing such shortcomings.

Principle of “One Step Ahead” This principle prioritizes the active participation of both instructors and learners within the educational environment. To implement this principle, the instructor introduces topics that are planned to be mastered in the near future within the module. Students are encouraged, in a voluntary yet guided manner, to study the relevant materials during their free time.

Assigning a teaching role during lectures to students who are one step ahead of their peers further activates the learning environment and fosters healthy competition. At the same time, the instructor’s position of being “one step ahead” should generate interest among students regarding upcoming tasks and instructional strategies. This interest often arises from the thoughtful variation of teaching methods.

Repeated use of the same methods leads to student disengagement, resulting in a passive attitude toward the learning process, as reflected in thoughts such as “we

are doing the same thing again.” The most effective way to prevent this is through the consistent application of the principle of variability.

As evidenced by the analysis of the principles discussed above, they intersect and complement one another within the educational environment, forming an interrelated system. Most importantly, in conditions of innovative education, instructors must remain aware of the necessity and relevance of these principles and ensure their systematic application in pedagogical practice.

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