



THEORETICAL BASIS OF TEACHING LITERATURE IN THE CONDITIONS OF INCLUSIVE EDUCATION AND ITS ROLE IN FORMING THE SOCIO-CULTURAL WORLDVIEW OF STUDENTS

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Abstract:

The article discusses the organization of literature teaching to students of higher education institutions based on a communicative approach in the context of inclusive education in accordance with the methodological approaches of organizational-technological, diagnostic-result blocks based on the conceptual methodological system model, the idea of developing an inclusive process in education and its implementation, determining an individual educational trajectory for students with special needs, and the formation of a socio-cultural worldview of students with limited access to inclusive education.

Keywords: Inclusive education, communicative approach, organizational-technological, educational trajectory, quality and effectiveness of education, development of an inclusive process, general didactic principle, pedagogical competence, and socio-cultural worldview in inclusive education, pedagogical conditions.

INKLYUZIV TALIM SHAROITIDA ADABIYOT O‘QITISHNING NAZARIY ASOSLARI HAMDA TA’LIM OLUVCHILARDA IJTIMOY-MADANIY DUNYOQARASHNI SHAKLLANTIRISHDAGI O‘RNI

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Annotatsiya:

Maqolada inklyuziv ta’lim sharoitida kommunikativ yondashuv asosida oliy ta’lim muassasasi talabalariga adabiyot o‘qitishning konseptual metodik tizim modeliga asoslangan tashkiliy-texnologik, diagnostik-natijaviy bloklar uzviyligida metodologik yondashuvlarga muvofiq tashkil etish, ta’limda inklyuziv jarayonni rivojlantirish g‘oyasi va uni amalga oshirish, alohida ehtiyojli ta’lim oluvchilar uchun individual ta’lim traektoriyasini belgilash hamda inklyuziv



ta'lim imkoniyati cheklangan ta'lim oluvchilarning ijtimoiy-madaniy dunyoqarashini shakllanishi xususida so'z yuritilgan.

Kalit so'zlar: Inklyuziv ta'lim, kommunikativ yondashuv, tashkiliy-texnologik, ta'lim traektoriyasi, ta'lim sifati va samaradorligi, inklyuziv jarayonni rivojlantirish, umumdidaktik tamoyil, pedagogik kompetensiya, hamda inklyuziv ta'limda ijtimoiy-madaniy dunyoqarash, pedagogik shart-sharoit.

Аннотация:

В статье представлена идея разработки инклюзивного процесса в образовании, организации его в соответствии с методическими подходами в разрезе организационно-технологического, диагностико-результативного блоков на основе концептуальной методической системной модели обучения литературе студентов высших учебных заведений. образовательных учреждений на основе коммуникативного подхода в инклюзивном образовании. и его реализация, определение индивидуальной образовательной траектории для обучающихся с особыми потребностями, формирование социокультурного мировоззрения обучающихся, имеющих ограниченный доступ к инклюзивному образованию.

Ключевые слова: Инклюзивное образование, коммуникативный подход, организационно-технологический, образовательная траектория, качество и эффективность образования, развитие инклюзивного процесса, общедидактический принцип, педагогическая компетентность, социокультурное мировоззрение в инклюзивном образовании, педагогические условия.

Introduction

Since the focus is on the problem of teaching literature to young people with disabilities, we have focused more on scientific research conducted in the field of special pedagogy in our Republic and the Commonwealth countries.

Inclusive education requires the creation of additional facilities for students with disabilities to receive education in educational institutions, and thus comfortable conditions for students with disabilities. In order to effectively implement inclusive education of students with disabilities and adapt them to social life, it is also a responsible task to explain the importance and social necessity of inclusive education to special education workers and parents of students with disabilities. After all, the main problems of students in need of special assistance cannot be solved by providing education away from the environment in which they live, away from their families. Achieving social integration is a difficult task if members of society with disabilities do not have equal rights and opportunities with members of a healthy society.



The scientific opinions of researcher Sh.Kh. Kobilova are significant in this regard, and from her point of view, ensuring the continuity of inclusive education and its full implementation in the life of society is a social necessity.

The rapidly developing and improving general education system for children with disabilities in Uzbekistan creates the necessary conditions for further professional education (higher education institutions and further education stages), which is traditionally interpreted as an important component of the lifelong learning system. It also significantly increases the chances of students with disabilities in choosing a professional activity in the future, and ensures their full and adequate social activity in all spheres of society.

The idea of developing an inclusive process in continuing education and its implementation, defining and creating an individual educational trajectory and architecture for learners with special needs is a requirement of the time, and it is appropriate to set as a priority the early, step-by-step orientation of learners in this category to a profession based on their interests, talents and abilities. In this regard, one of the main tasks of inclusive education in continuing education is the scientific study of the individual typological characteristics of each learner with disabilities, the level of study and professional orientation, and the opportunity to engage in professional activities, the specificity of the objective factors that serve to ensure this process, the main principles and methods of approach.

This approach, the implementation of an inclusive process in continuing education, is not the goal of education today, but the priority issue is to direct students with disabilities to a profession within the framework of their talents and abilities and to improve their ability to lead an independent life. Also, minimizing the level of dependence of students with disabilities on others, increasing their confidence in themselves and in the future serves as the basis for the criterion of social justice in determining the priority trajectory and promising architecture of education in the information society. [6].

According to N.M. Nazarova, the socio-pedagogical and psychological approach to inclusive education serves to identify and direct the individual aspects and emotional life experiences of students with disabilities [9].

According to A.V. Suvorov, continuous inclusive education serves to form the socio-cultural worldview of students with disabilities, forms the nature of self-education in them throughout life, and develops an individual cultural model [11]. V.V. Rozanov called one of his works "The Light of Enlightenment" and expressed the hope that in the 20th century, "the dawn of enlightenment, its new youth" will come, the education system will change dramatically and become the ideal of a new model of education [10]. Modern education is developing along this path, and this model, proposed a century ago, has very important features.

Pedagogy, faced with its crisis at the beginning of the new century, adopted an axiological approach to the study of pedagogical phenomena. "At the center of axiological thinking is the concept of the interconnectedness of the interacting world"[10]. The axiological principles are as follows: the equality of all philosophical views in a single humanistic system of values; the equivalence of traditions and creativity, the recognition of the need to study and use the teachings



of the past and the possibilities of present and future discoveries; monological self-sufficiency instead of dialogical.

Let us turn to the philosophy of education of the 21st century. B.S. Gershunsky writes: "The prognostic functions of the philosophy of education are associated with the substantiation of general guidelines for the development of all components of educational systems - goals, content, methods, means and organizational forms of education and development of students at different levels of education. But the most important, initial task of such a systematic education is, undoubtedly, the values and goals of education" [3]. In the context of inclusive education, literature as a subject of study has an axiological basis, which allows us to engage in activities that determine the upbringing of a person as a whole within the framework of this discipline. This is a dialogue of cultures, mentalities, this is an opportunity for tolerance, this is knowledge and assessment of the image of the world as it appeared in the past and how it appears in the present. Such an approach requires a modern formulation of the issue of the essence and specific features of the literature lesson, knowledge of the laws of its modeling. This requires the multidimensionality of the research space, the participation of philosophical anthropology, literary studies, psychology, didactics, psycholinguistics, sociology - conceptual rules of social sciences that can become the methodological basis of modern methods of teaching literature.

Modern teachers, creating new generation textbooks, also note the emergence of new trends in education in recent years: the humanization of education, a change in the definition of goals in the direction of cultural relevance and natural relevance; strengthening the personal orientation of educational content and technologies; individualization of educational areas. students; creative and developmental orientation of basic education; technologization and computerization of the educational process.

It is impossible not to notice that the information space surrounding the modern student has changed. The information paradigm in education comes to the fore: in the information civilization, students operate in a world of rapid change, economic, social, information, therefore, it is required of him to "understand and perceive the world as an integral system, the fundamental feature of which is its interconnectedness" [2].

New thinking, corresponding to this multifaceted reality, requires a person to develop special intellectual qualities: openness to the new and at the same time to its criticism; mobility and at the same time mental modeling; impulsiveness combined with reflexivity; a scientific way of thinking and imaginative understanding of the world: "the human brain forms two main indicators of worldview: a holistic image in the right hemisphere and the classification of objects and phenomena of the world in the left, and accordingly analog and discrete modeling and transformation of information" [3].

The axiological approach to the study of pedagogical phenomena, technologization and computerization of the educational process, strengthening of personal orientation, creative and developmental orientation create the necessary conditions for determining the paradigm of motivational and semantic education, which is developing dynamically. It is important to recognize the semantic view of the world. The meaning of the world, the image of the world, the



world model are indicated as the main value categories that determine the content of education. Their development can be carried out through the dialogue of cultures, cooperation, and joint creativity. The specified result enriches the personal meaning of the student's activity. Speech communication is born in the individual. Modern education should be built as a system that creates conditions for self-design, and the most important result is: competence, initiative, creativity, self-management.

In the context of inclusive education, literature as a scientific subject has a special potential in this regard. In this case, the world model is revealed in a literary text. Dialogicity is an ontological feature of a literary text, through which the student, understanding a literary work, acquires the image of speech.

The history of the development of literature teaching methods in inclusive education indicates the desire of scientists to identify some of these categories, and past experience confirms the logic of a meaningful, modern methodological movement in this regard.

The organization of continuous inclusive education based on cultural factors is recognized as a humanistic approach and is a socio-pedagogical process aimed at the formation of students with disabilities on the basis of ethnopsychological values. In this regard, today it is important to implement continuous inclusive education through an interactive approach, and it is appropriate to establish its theoretical and methodological basis based on such ideas as existentialism, pragmatism, postmodernism and phenomenology. [6].

In conclusion, the conditions of inclusive education are important in creating favorable conditions for students with disabilities to receive education in educational institutions. It is also necessary to develop a modern modification of the educational trajectory necessary to implement inclusive education for students with disabilities in higher education institutions, and it is appropriate that this modification be expressed in terms of harmonizing literature with teaching methods and adapting it to social life.

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