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CHARACTERISTICS OF PROFESSIONAL-PEDAGOGICAL ACTIVITY DEVELOPMENT IN THE CONDITIONS OF INCLUSIVE EDUCATION

Abidova N. Z.

Tashkent State Pedagogical University named after Nizomi

Associate Professor of Speech Therapy Department, PhD

Abstract

In this article, the characteristics of professional-pedagogical activity in the conditions of educational inclusion are studied from the pedagogical-psychological point of view. Together with this, the space of inclusive education, the conditions of inclusive education are described, and the components of structural and functional analysis of pedagogical activity are analyzed.

Keywords: inclusive education, inclusive educational space, child with special educational needs, pedagogue, professional-pedagogical activity, components of pedagogical activity.

The implementation of inclusive educational practice makes significant changes in the essence, content and methodological model of the work of the pedagogue. Subjective-functional analysis of professional-pedagogical activities in the conditions of inclusive education allows to determine the functions of the pedagogue aimed at achieving strategic and current goals based on the basic needs of the subjects of the inclusive education space, the goal-bearers, their parents, pedagogues, a group of specialists, the administration of the educational institution). Thus, it consists in ensuring psychological safety for learners and parents, favorable conditions for interaction and communication, opportunities to develop and acquire the competencies necessary for professional activity, formation of decision-making experience in the upcoming independent life, objectification of life prospects.

The analysis of psychological and pedagogical literature showed that the professional risks of pedagogues have specific and general manifestations, which are determined by the subject content and direction of professional-pedagogical activity [1; 3; 5; 6].

The conditions of inclusive education imply joint education and upbringing, taking into account the capabilities and needs (physical, social, educational) of

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each child, as well as ensuring the social integration of children with special educational needs. The structural and functional analysis of pedagogical activity in the conditions of inclusive education establishes its components (diagnostic, constructive-project, organizational, communicative, reflexive, prognostic components), allows to determine the organization and interdependence of components, as well as the functional purpose of each component.

The diagnostic component is determined by such functions as determining the nature and quality of children's special educational needs; to determine the causes of difficulties in the implementation of educational activities, communication and mutual relations in the children's group; development of individual educational programs based on the results of pedagogical diagnostics, taking into account the specific characteristics of children's educational needs.

The constructive-design component involves the selection of educational material and the formation of its structural functions, adapting it to the various educational needs of children; select teaching methods that meet the learning needs of all learners; determining the conditions for using special teaching methods and tools adequate to the special educational needs of learners; planning and building the educational process taking into account the individual capabilities and special educational needs of children; such as identifying the content and vectors of interaction between participants of a support group for a child with special educational needs in the educational field. Organizational component involving children in various activities, organizing joint activities and communication; work on the development of parental initiative; in the field of education, ATEB is characterized by such functions as the organization of coordinated activities for the support of children.

The functional load of the communicative component is the acceptance of each child by the pedagogue, the pedagogue's establishment of pedagogically appropriate relations with all participants of the inclusive educational space, social institutions, public organizations, etc. expressed in the analysis of interaction results.

The prognostic component includes the functions of designing differentiated educational results, taking into account the individual capabilities and special educational needs of children; includes forecasting the life prospects of children with special educational needs and providing them with inclusive educational conditions.

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The components of professional-pedagogical activity have non-linear concentric functional relationships according to the content of practical tasks being solved. The effectiveness of the implementation of each function, the readiness to perform it, in turn, is based on the academic set (knowledge of the methodology and terminology of a certain field of knowledge, understanding of the system relationships that work in it, as well as the ability to use them in solving practical problems), professional (to act correctly according to the requirements of a real pedagogical situation readiness and ability) and socio-personal (a set of competencies related to the individual as a person, interaction of the individual with other people, group and society) are determined by competencies.

The specificity of the conditions of professional activity of a pedagogue in inclusive education is determined by the polysubjectivity of the educational space, the characteristics of the educational environment, its participants are children with special educational needs, children with normal development, teachers-defectologists, pedagogues-psychologists, social pedagogues.

Thus, the pedagogical action in the context of inclusive education, transformed into a cognitive task, is determined by the multifactorial nature of the effects, which, of course, gives rise to a multi-vector transformational pedagogical act that allows to evaluate the existing tools, conditions, results, and to form a new pedagogical task, a solution from them, all of the space of inclusive education. extrapolated for participants.

Designing the educational and material base of the educational process includes knowing and using a wide range of special educational, didactic tools and materials that create conditions for effective educational activities and meet the special educational needs of each child. Work on the design of the material and technical base includes coordinated activities and consultation of a group of specialists accompanying a child with special educational needs.

Taking into account the individual capabilities of each child in participating in various types of activities (group, collective, extracurricular) together with creating a situation of success. Such work includes the diagnosis of each child's academic and social competencies, his readiness and ability to interact and communicate with others, as well as taking into account the results obtained in the organization of children's activities. Organizing work on creating a children's community based on the formation of a tolerant and respectful attitude to any differences [2, 3, 7].

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The external homogeneity of the children's community is replaced by diversity manifested in various characteristics and characteristics, including physical and/or mental development. This requires the teacher to know the characteristics of each child, to rely on his strengths, to place opportunities.

Children's capabilities and special educational needs are determined by differentiated multi-level identification and formation of educational results in a single inclusive educational space. Children's special needs and different abilities determine the content of learning outcomes, as well as approaches to their identification and assessment. In each concrete situation, the balance between the size, depth and level of acquisition of academic and social-personal competences is determined by the child's capabilities and needs and his immediate social environment. Expanding the boundaries of communicative competence, which, on the one hand, implies the acquisition and use of alternative means and methods of communication in the educational process, and on the other hand, the expansion of the range of communication partners.

Therefore, in the conditions of inclusive education, the communicative component of professional-pedagogical activity will have a specific characteristic. Search and development of work methods and tools to involve the parent community in solving both educational tasks and children's interaction and communication tasks.

The listed features of professional-pedagogical activity determine the content of training future special pedagogues, the content of competence of their readiness to work in inclusive education. The analysis of the content of educational standards allowed us to conclude that the proposed educational content does not sufficiently reveal the specific features of professional-pedagogical activity in the field of inclusive education. Thus, socializing activity is not included in the targeted component of training of specialists, and accordingly, the need to form competencies that allow for its effective implementation is not sufficiently reflected.

The tasks of the specialist's professional activity determined by the content of the analyzed educational standards do not fully reflect the organization of children's communication and interactions based on tolerance and respect for existing differences. Failure to pay enough attention to such an important task can lead to the fact that the formation and maintenance of tolerant relations does not become the object of attention and care of the pedagogue.

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The requirements for the specialist's educational results (a complex of academic, professional and social-personal competencies) do not sufficiently reflect the characteristics of professional-pedagogical activity in inclusive education, and the competences formed accordingly do not fully meet the requirements of the social order placed on the content of the training of the future pedagogue.

It is necessary to improve the use of new (sometimes special) didactic and methodical tools, which allow to take into account the polysubjectivity of the inclusive educational space, as well as to meet the special educational needs of learners, and to develop inclusive competencies. All of the above is the content of educational standards for the training of future special pedagogues, and therefore the content of higher pedagogical education allows to improve the professional activity of pedagogues in accordance with the real practical conditions.

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