

**PROBLEMS OF RELATIONSHIP OF THE VALUES OF TEACHERS
AND THEIR READINESS FOR INCLUSIVE EDUCATION**

N.Z. Abidova,

PhD, Associate Professor of

Tashkent State Pedagogical University named after Nizami

D. Mansurova,

2nd year Master's student of

Tashkent State Pedagogical University named after Nizami

Annotation. Республике Uzbekistan inclusion is considered as one of the strategic objectives of the development of the education system. The central role assigned to the teacher in the modernization and reform of modern education necessitates qualitative changes in the training of specialists in the field of inclusive education.

Keywords: Inclusive education, pedagogy, methodology, upbringing, defectology.

The traditional education system requires improving the quality and expanding the range of educational services to prepare teachers to work with children with disabilities. It should be emphasized the strengthening of the social significance of the profession of a teacher in the formation of his readiness for the implementation of inclusive education, increasing his professional competence in this direction. The problem of professional readiness has now acquired particular significance due to the society's need for a dynamic, efficient, successful, self-improving and self-developing specialist [1, 4]. If in the previous period the most essential requirement for a specialist was the possession of professional knowledge, skills and abilities, then today it is necessary to talk about professional readiness for a “special” practice of professional activity.

A.G. Hentonen invests in the content of the concept of "readiness": the presence of the necessary composition of knowledge, skills in the relevant field; compliance with the activity, suitability for it, which is expressed in the inclination to engage in it, an active positive attitude towards it, which turns into a strong enthusiasm at a high level of development [7].

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O.S.Kuzmina understands readiness for activity as the formation of such necessary attitudes, attitudes, qualities and personality traits that provide the opportunity to competently, conscientiously and consciously begin, as well as creatively fulfill professional duties and functions [6].

The analysis of the listed definitions of the concept of "readiness" makes it possible to reveal its individual features, such as "installation", "mood", "adaptation", "property", "quality", "state", "inclination". These signs lead to the understanding of various characteristics and aspects of the concept of "readiness", which expands the understanding of the essence of this concept.

For our work, the studies of S.V. Alyokhina, who presents the structure of the teacher's professional readiness for the implementation of inclusive education in the form of the following component composition: information readiness; knowledge of the individual characteristics of children with disabilities; knowledge of the basics of correctional psychology and pedagogy; teachers' possession of the necessary pedagogical technologies for the implementation of inclusive education; readiness of teachers to use variability as a basis for modeling the educational process [5].

Based on the foregoing, the concept of a teacher's professional readiness for the implementation of inclusive education is understood as a complex of components of professional activity that ensure the teacher's personal, value-semantic and professional readiness for the implementation of inclusive practice. These components include: personal readiness, due to personal experience and manifested in conscious objective assessments of the inclusive practice of education based on compliance with ethical and moral standards, as well as the requirements of professional ethics; value-semantic or motivational readiness as an opportunity to realize the motives, meaning and value of one's actions when organizing the educational process in the education system, taking into account the special educational needs of children with disabilities; professional readiness of the teacher for self-realization in the process of developing professionally significant competencies for the implementation of inclusive education through the process of norm-realization and rule-making.

We believe that the preparation of teachers for work in the context of inclusive education should be considered as a purposeful and creative process of developing the professional competence of teachers, aimed at achieving

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humanistic goals and the formation of pedagogical values, as a result of which teachers develop the ability to solve professional problems in the field of inclusive education. At the same time, the preparation of teachers for work in the conditions of inclusive education should:

- firstly, to have a syncretic nature, manifested in the interconnection and interdependence of the goals, content, technology of organization and the functioning of these components as a whole;

- secondly, to include motivational-value, operational-activity and reflexive-evaluative components, since their presence in the training structure will ensure its syncretism and holistic character;

- thirdly, to be based on pedagogical values that provide for the formation of teachers' personal attitudes towards inclusive education and the social significance of its organization, which will become an indicator of personal and professional development and motivational and value readiness of teachers to carry out new activities for them related to inclusive education [2];

- fourthly, to be characterized by flexibility and mobility in its implementation for the timely transformation by teachers of their own professional activities and successful adaptation to changing conditions in the organization of inclusive education;

- fifthly, to provide for the development of professional competence among teachers as the ability to solve professionally significant, socially determined and increasingly complex tasks that arise in the implementation of inclusive practice in an educational organization [3].

The preparation of teachers for work in the context of inclusive education is a personalized and continuous process of developing the professional competence of teachers, aimed at achieving humanistic goals and the formation of pedagogical values, as a result of which they (teachers) develop the ability to solve professional problems in the field of inclusive education. In the process of preparation, there is a qualitative change in the professional and personal characteristics of teachers, the transformation of their professional activities, the acquisition of personal and pedagogical values that serve as an indicator of the professional and personal development of teachers.

Thus, we can conclude that when forming the professional competencies of teachers, teaching them, preparing them for work in an inclusive education

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environment, it is necessary to act within the framework of a continuous development process aimed at achieving humanistic goals and the formation of pedagogical values, as a result of which teachers will form the ability to solve professional problems. tasks in the field of inclusive education. In this process of learning using various forms of organizing classes (round table, discussion, training, etc.), it is necessary to give students real information about the psychological and pedagogical support and support of such children, aimed at meeting their individual educational needs in a full and varied personal formation and development, in their organic entry into the social environment and fruitful participation in public life, in the development of the individual's universal labor and practical skills, readiness to choose a profession. Such work with students as future teachers: should contribute to the formation of their general and professional competence; develops an adequate and tolerant attitude towards children with disabilities; updates knowledge about students in this category; determines the role of the teacher in the correctional educational process; forms their psychological readiness to accept children with physical disabilities and learning difficulties; develops guidelines and principles of behavior in relation to their own pedagogical activity based on the acceptance of specific values of professional work.

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