



LEGAL-NORMAL BASIS OF FORMING SOCIAL-PEDAGOGICAL COMPETENCE OF A TEACHER IN INCLUSIVE EDUCATIONAL ENVIRONMENT

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ABSTRACT

The article covers the issue of the development of socio-pedagogical competence of educators in the environment of inclusive education. Also, the state has analyzed the conditions created by students with disabilities in the educational environment and the implementation of developed laws and decisions.

KEYWORDS

Inclusive education, students with disabilities, pedagogical competence, decision making, foreign experience, research, propaganda.

INTRODUCTION

Changes in the field of education in our country provide an opportunity for children with special educational needs to join educational organizations. Inadequate development of the infrastructure, lack of specialists who can provide appropriate assistance in education to children with special needs, face many difficulties in implementing inclusive processes in rural areas. Therefore, the integration processes in our country should enable the formation of a national model of

inclusive education. This model should take into account historical and cultural characteristics, cultural and pedagogical traditions, and include the leading experience of developed countries in the direction of inclusiveness.

The development of inclusive education in our republic requires the improvement of general pedagogical skills

of teachers, the development of inclusive culture, and the development of inclusive personnel training.

At the same time, parents of children who need special education became active, and social organizations began to be formed. Non-governmental public organizations began to focus public attention on the issues of protection of disabled children and their legal status.

In this case, a group of parents tried to develop new technologies and products for children with special educational needs.

State authorities have taken measures to organize new social packages for children with special education needs. At the same time, many reforms were implemented in the field of training of specialists working with children.

In our country, a number of works have been carried out to improve the system of state support for people with disabilities, social assistance, improving the quality of life, providing them with comprehensive assistance in education and employment, and special attention is paid to the important needs and requirements of people with disabilities, taking into account the feelings of kindness and goodness inherent in our people. It is important to fulfill the tasks specified in No. PD-5270 of the President of the Republic of Uzbekistan dated December 1, 2017 "On measures to fundamentally improve the system of state support for persons with disabilities", No. PD-5712 dated April 29, 2019 "On the concept of development of the public education system until 2030", No. PD-6018 of November 6, 2020 "Decrees of Uzbekistan on measures to develop the fields of education and science in the era of new development,

Decision No. PD-4860 dated October 13, 2020 "On measures to further improve the education system for children with special educational needs", Resolution PD No.638 of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 "On approval of normative legal documents regarding education of children with special educational needs", Decree of the President of the Republic of Uzbekistan dated January 28, 2022 No. PD-60 "On the development strategy of the new Uzbekistan for 2022-226" and in other regulatory legal documents related to this activity.

A number of regulatory legal documents on the introduction of the inclusive education system were adopted.

In these documents, social support, education and training of children with special needs, who are a part of our society, so that they can take a place among healthy children and show their abilities and potential, measures aimed at spiritual maturity are defined.

In particular, in the decision of the President of the Republic of Uzbekistan dated September 5, 2018 "On measures to introduce new principles of management into the public education system" No. PQ-3931 special tasks for further increasing the efficiency of measures ensuring their guarantees, creating an adaptation environment that serves their education (including inclusive education) have been noted.

Also, educational services provided to children with special educational needs in the concept of development of the public education system of the Republic of Uzbekistan until 2030, approved by the decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019 to improve quality:

- development and approval of the requirements for the buildings of educational institutions where children with special educational needs receive education;
- implementation of measures aimed at providing educational institutions where children with special educational needs are educated with the necessary literature, methodical manuals, equipment and supplies for training in various professions;
- organization of an inclusive education system for teaching children with special educational needs, special devices (lifting devices, handrails, etc.), as well as relevant personnel (special pedagogue, children's psycho-pedagogical monitoring specialist);
- carrying out explanatory work among the public about the right to education of children with special educational needs, the essence of inclusive education;
- optimization of educational institutions for children with special educational needs based on the physical and mental needs of students and the geographical location of educational institutions;
- gradually providing internet schools with special equipment for adaptation and integration of children with special educational needs;
- tasks such as implementation of measures aimed at ensuring the right to inclusive education of every child with special educational needs are defined.

The provision of comprehensive support by educational institutions to children with special educational needs and their parents in receiving correctional pedagogical support and vocational guidance is approved by Cabinet of Ministers Resolution No. 638 dated October 12, 2021 "General

"On the procedure for organizing inclusive education in secondary education organizations" is specified in the Regulation.

Unified, inclusive education is an urgent problem of human rights. Many children are still in favor of their parents' education in special boarding schools, where they believe that there are favorable conditions for the child. But adults with disabilities, describing themselves as having experienced the conditions of inclusive education, demand the abolition of separate education. Because after leaving a comfortable, privileged environment, where everything is ready, the struggle to adapt and find one's place will last for many years. Ensuring the equal rights of every child in education, the concept of inclusive education, which serves to prevent any discrimination and discrimination, is one of the long-awaited innovations.

With this in mind, it is currently seen at the level of a unified inclusive state policy. For the process of transition to integrated education, the following is required:

- change of attitudes towards children with special educational needs;
- the family's readiness for this;
- creation of conditions that ensure the rehabilitation of children at the primary stage by reducing the time of children's education in special school education;
- provision of special school education with qualified specialists, provision of necessary equipment for quality and speedy implementation of correction and rehabilitation process;
- to achieve special school education and family cooperation, to make the family active in the rehabilitation process.

Guarantees of children's right to education are provided in the Constitution of the Republic of Uzbekistan, "On the Rights of the Child", "On Education", "On Social and Medical Assistance" of the Republic of Uzbekistan. on" laws.

Pedagogical correction of disabled children, laws "On social protection of disabled people in the Republic of Uzbekistan" were approved.

The stage of integration in the Republic of Uzbekistan had 3 forms

1. Full integration.
2. Small integration.
3. Preventive integration.

Currently, the development of inclusive education in our country is aimed at solving the following tasks:

- development of regulatory-legal, economic, scientific-methodological support.
- improvement of early intervention programs for successful implementation of inclusive education services.
- regulating issues of training, retraining and professional development of pedagogic personnel.

By revealing the specific features of teaching children with special educational needs in a general educational institution, we will learn its essence through the concept of "learning". Therefore, N. Volkova defines education as a process of interaction between the teacher and the student, as a result of which the student acquires knowledge, acquires skills and competencies. Nowadays, it is necessary to revise the

concepts of "learning" and "teaching", especially in the context of inclusive education.

Of course, inclusive education of children with special educational needs is carried out according to an individual curriculum provided with medical-social and psychological-pedagogical support (A. Kolupaeva), which shows that it is a flexible, individual educational process. shows. According to the concept of development of inclusive education, inclusive education is the organization of the education of children with special educational needs in general educational institutions based on the use of individually oriented teaching methods. the complex process of ensuring equal access to quality education.

Taking into account the above interpretations, inclusive education is a specially organized and controlled educational process of interaction between teachers and students in a general educational institution, as a result of which all students have a personal education. They came to the conclusion that the needs of the people will be met.

In addition, special conditions for the provision of educational services for inclusive education to small school students who need special education in a general education institution, that is, a primary education teacher an inclusive environment for professional activity is envisaged.

We revealed the terminological essence of the concept of "inclusive environment of a general educational institution" in the previous section. We note that we understand it as follows: 1) a set of pedagogical, psychological, social conditions that help such children to learn, educate and develop effectively and at the same time do not hinder the education of other

schoolchildren ; 2) integrate the design of the school environment, which includes the school and surrounding areas, so that students can move safely during lessons and dynamic breaks; 3) to provide a positive emotional environment and change the attitude of the pedagogical team to persons with special educational needs and their parents; 4) organization of joint work and mutual assistance of students; 5) adapting and changing educational programs and plans, educational methods and forms, etc.

Many scientists pay attention to the fact that the principles of traditional education do not correspond to the requirements of inclusive education and the development of cognitive abilities of each participant of the inclusive education process.

In the modern interpretation, "social assistance" is a system of social measures in the form of assistance, support and services provided to people to overcome or alleviate life difficulties, maintain their social status and full-fledged life, adapt to society. .

In an inclusive environment, primary school teachers interpret socio-pedagogical assistance to junior schoolchildren as providing a set of socio-pedagogical actions aimed at solving problems of a socio-pedagogical nature, in particular:

- creation of such cooperation, in which the educational process becomes a single functional system aimed at organizing mutual assistance and mutual understanding, which includes meeting the educational needs and interests of all subjects of interaction;
- the formation of new motives that create a state of identification with other subjects of the interaction

of the educational process or a change in the motivational power of existing motives, attitudes and values;

- organization of communication aimed not only at the communicative cognitive process, but also at providing a comfortable emotional environment in the classroom, at the development of verbal and non-verbal behavior in an inclusive environment;
- to ensure a favorable character in the system of subject-subject relations, conditions for their socialization in order to positively develop the personality

It is clear that future primary school teachers need to improve their professional skills for this, so they should master it at a high level during their studies at a higher education institution, be prepared and ready. not provided for in functional tasks, but due to inclusive education, it is able to carry out large-scale socio-pedagogical activities.

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