

Preparing Educators for an Inclusive Education Environment

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Abstract: *Inclusive education emphasizes providing equal opportunities for all students, including those with special needs, while fostering their adaptation and social integration. Despite global advancements in inclusive education, gaps remain in adequately preparing educators to navigate these environments effectively. This study addresses the need to enhance teachers' professional competence, focusing on motivational, cognitive, reflexive, and operational components essential for inclusive education. Using a mixed-methods approach, the research analyzed existing pedagogical practices and frameworks while evaluating educators' preparedness and perceptions of inclusive education. The study incorporated stages of teacher development, such as fostering creative individuality, mastering research methodologies, and innovating pedagogical strategies. Data collection involved qualitative and quantitative assessments to evaluate teachers' understanding of inclusive education principles and their ability to design and implement inclusive practices. Findings revealed that while educators possess foundational knowledge, significant challenges persist in translating this knowledge into effective classroom strategies. Gaps were identified in educators' ability to address the diverse needs of students and implement adaptive teaching methods. The study underscored the importance of targeted training programs and resources to bridge these gaps.*

The results have broad implications for teacher education programs and policy development, highlighting the need for comprehensive training that integrates theoretical knowledge with practical applications. By fostering professional competence, this study contributes to the advancement of inclusive education practices, promoting equal access to quality education and supporting the holistic development of all students within diverse learning environments.

Key words: *inclusive education, innovative activities, inclusive competence, pedagogical ability, social, cognitive, professional, personal development.*

Introduction.

Global trends in the field of inclusive education in World educational institutions, advanced technologies aimed at ensuring equal educational opportunities for each person, innovative technologies for the development of inclusive education strategies in order to introduce comprehensive and full-fledged social rehabilitation of students with disabilities are being put into practice. To this end, the United Nations Declaration on the rights of people with disabilities, the Salamanca statement, as well as the application of the principles of inclusive education in general secondary schools in accordance with the goals of Sustainable Development, the creation of educational programs, educational materials, effective form, methods and means of Education, pedagogical and psychological support of educators, the coverage of qualified personnel.

In the implementation of this task in our country, work is underway to ensure the rights and freedoms, equal opportunities of people with developmental disabilities in the Republic of Uzbekistan, eliminate

restrictions, boundaries in living activities, improve the organization and management of education, improve its quality and efficiency, and ensure continuity and continuity of education for different segments of the population in society.

Research and methods.

Inclusive education is the creation of educational opportunities in the general education system for all children, including children with special needs or disabilities. Inclusive education means "providing the highest quality education to all students, including those with specific needs". Inclusive education is a broader social process that involves ensuring the adaptation and social integration of all students into society, not just children with special needs. V.A. Slavenin and L.S. Podymov believes that pedagogical training consists of sequential stages:

- development of creative individuality;
- scientific knowledge methodology and mastering the basics of pedagogical research;
- mastering the technology of innovative activity, several practical works on innovating the pedagogical process are included.

The training of educators for the provision of educational services to children with special needs remains very relevant at the moment. S.I. In his research, Sabelnikova considers it permissible to emphasize the need for the following psychological and pedagogical knowledge for the professional and personal training of teachers:

- understanding what inclusive education is, what is its difference from traditional forms of Education;
- knowledge of the psychological laws and features of the age and personal development of children in the context of an inclusive educational environment;
- knowledge of the methods of psychological and didactic design of the educational process for the joint education of children with limited and normal development;
- it is necessary to know the abilities to implement various methods of pedagogical interaction between all objects of the educational environment (with children separately and in a group, with parents, colleagues-teachers, specialists).

Results.

To determine the readiness of the teacher, modern pedagogy introduces the concept of professional competence (A. K. Markova, V. I. Kashnitsky, L. A. Petrovskaya, V. A. Slavenin et al.), which represents the unity of theoretical and practical training of teachers to carry out pedagogical activities and characterizes their professional skills. The special attention of scientists over the past few years is the development of professional activity and the study of the professional pedagogical activity and personal aspects of the teacher. Specifically touched on the peculiarities of the professional competence of teachers who carry out the process of inclusive education.

The motivational component of inclusive competence of teachers includes deep personal interest, positive attention to the implementation of pedagogical activity in the conditions of inclusion of disabled children in the environment of normally developing peers, motivational competence characterized by a set of motives (social, cognitive, professional, personal development and self-affirmation, self-well-being, etc.). Motivational competence is the ability to motivate oneself to perform certain professional actions, based on a set of values, needs, motives that correspond to the goals and objectives of inclusive education.

The cognitive component of the inclusive competence of teachers is defined as the ability, perception, processing of pedagogical thinking on the basis of the system of knowledge necessary for the implementation of the experience of inclusive education and cognitive activity.

Discussion.

The reflexive component of the inclusive competence of teachers includes reflexive competence, which is manifested in the ability to analyze their educational, professional, professional activities associated with the implementation of inclusive education, during which conscious control of the results of their professional actions, analysis of pedagogical situations is carried out. The operational component of the inclusive competence of teachers is defined as the ability to perform specific professional tasks (teaching, upbringing and development of a child) in the pedagogical process and includes competencies that reflect the acquired methods and experience of pedagogical activity necessary for the successful implementation of inclusive education, the solution of pedagogical situations that arise, methods of independent and mobile.

Scientists V. A. Kozyrev, S. A. Pisareva, A. P. Tryapycina, E. V. Focusing on the research carried out by Piskunova and others on the problem of training teachers for work in the context of inclusive education, it is possible to form groups of professional tasks that reflect the competence of teachers in the field of inclusive education: to choose optimal methods of organizing inclusive education, understanding, knowing, training and development of psychological and pedagogical laws, for the joint education of children with impaired and normal development, it is said that it is advisable to design the educational process in an inclusive educational environment.

Conclusion.

We must say that the research of scientists conducted in the process of organizing and implementing the training of educators showed that in addition to the specific content, it is necessary to choose technologies aimed at the creative development of the professional qualifications of teachers included in the process of inclusive education. This ensures the formation of professional competence of teachers of the general education system and makes it possible to correctly and effectively solve the problems associated with the education of children with disabilities in the conditions of general types of institutions.

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