

## TECHNOLOGY FOR THE DEVELOPMENT OF INCLUSIVE COMPETENCE IN FUTURE SURDOPEDAGOGS

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### Annotation

In this article highlights the content of trends in the development of inclusive education. The introduction of inclusive education , the policy and experience of the field of education at the international level for children with disabilities are emphasized.

**Keywords:** Inclusive education, development, trends, introduction, children with disabilities, field of education at the international level, policy experience.

The analysis of the integral structure of the professional competence of the surdopedagog has provided evidence that the inclusive competence of future surdopedagog implies the level of special professional competencies. The inclusive competence of future surdopedagog is understood by us as integral personal education, which provides for the inclusion of a child with a hearing impairment in the environment of a general educational institution, determining the ability of surdopedagog to perform professional functions in the process of inclusive education, as creating conditions for its development and self-development. Based on the difference in the content of the activity and methods of its implementation, in the structure of inclusive competence, we define basic material and basic functional competencies. Within the framework of our research, we understand the main competencies of the future surdopedagog as personally conscious systems of knowledge, skills and competencies, which have a personal meaning and are used in various types of pedagogical activity in solving various professional tasks. They can be interpreted as the ability to perform certain professional actions effectively[2]. To consider all other components of competencies (knowledge, skills, experience) as a component that constitutes a system that pre-defines and integrates mumkin.Bo the main content in the composition of the inclusive competence of lacak surdopedagogs - motivational, cognitive, reflexive and basic operational competencies are included, which we consider as components of inclusive competence.Core content competencies, which are part of inclusive competence, can be interpreted as the ability to understand the content of professional activity in an inclusive educational environment. It covers motivational, cognitive and reflexive competencies.Basic operational competencies characterize the functional area of inclusive competence and are defined as the ability to perform certain diagnostic, prognostic, constructive, organizational, communicative, technological, corrective, research professional tasks in the educational process[3]. Analyzing the relationship between basic material and basic operational competencies, we came to the conclusion that basic material competencies are the basis for each basic operational competency.Structural and functional analysis makes it possible to purposefully reveal the peculiarities of certain professional competencies beradi.Bo the motivational component of the inclusive competence of the lacak

surdopedagog includes the motivational basic competence. Motivational competence includes the orientation of the personality of the educator, the system of motives, needs, values, it acts as a determinant of professional competence and a factor in its successful formation. The degree of formation of motivational competence affects the development of other components of professional competence.

Part of inclusive competence, 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. It includes directions of humanistic value, a positive emphasis on the implementation of pedagogical activities in the conditions of introducing children with hearing impairments into the environment of their normally developing peers, a set of motives aimed at the implementation of inclusive education[4]. The most important for this competence is the orientation of the surdopedagog personality. This means, firstly, a general humanistic orientation of the individual, secondly, a positive focus on the implementation of professional activities in the context of inclusive education of children with different educational needs, an understanding of the importance of inclusive education for the successful socialization of children with hearing impairments, a deep understanding of it, humanistic potential[6].

In order to effectively carry out pedagogical activity in the context of inclusive education, it must be based on the motives of various groups. Preferential concentration on one of the types of motivation (only on the social significance or self-affirmation of this activity) cannot be accepted, since in this case there will be a complete return from the educator and no confidence of children.

The group of social motives includes: one of the most important areas of democratization and humanization of the educational system - the involvement of children with hearing impairments in inclusive education; assistance in their successful socialization; the possibility of influencing changes in public opinion in relation to joint education of children with different educational needs; adding a great deal to improving the quality of local education.

The group of cognitive motives includes: an opportunity for professional, intellectual, cultural growth in connection with the acquisition of new knowledge, skills, skills. They will be associated with the peculiarities of different categories of children with hearing impairment, methods and technologies for working with different categories of children, innovative technologies for the implementation of the pedagogical process in the conditions of joint education of children with different educational needs.

A small group of pedagogical motives: the opportunity to contribute to the humanization of children's education and upbringing; the need to communicate with children and their parents; the opportunity to respect the personality of each child and create conditions for ensuring its effective development.

The motives of personal development and self-affirmation are associated with the personality and activity of surdopedagog: the need for self-control in any situation; the possibility of showing a creative approach to his activities; overcoming the difficulties that arise during the pedagogical process and the need for personal self-improvement. The motives of this group can also have a negative meaning if they are self-affirming at the expense of the personality of the student with hearing impairment.

Due to legislative and organizational issues, the motives of their own well-being are currently not very developed, but they include, for example, the possibilities of broad social ties oladi.Bo the

cognitive component of lajak surdopedagog's inclusive competence involves cognitive nuclear competence. Cognitive competence ensures the integrity of ideas about pedagogical activity, activates the cognitive activity of an individual, helps to develop and enrich the components of cognitive experience, it is characterized as the ability to perceive information at the right time, process it in the mind, store it in memory and reproduce it in order to solve certain theoretical and practical problems. Cognitive competence, which is part of inclusive competence, is the ability to think pedagogically based on the system of knowledge and experience of cognitive activity necessary for the implementation of inclusive education[4].

These main competencies are innovative integration processes in the field of special education, fundamentals of Personality Development, pedagogical-psychological foundations of education and upbringing, anatomical and physiological, age, psychological and individual characteristics of students are typical; anatomical and physiological, young, psychological, individual characteristics of students with various developmental disorders; foundations of pedagogical management of the process of self-development of students, it is based on scientific professional and pedagogical knowledge, such as the Basic Laws of interaction between a person with developmental disabilities and society.

Knowledge in the context of the competency approach is defined not only as information, but as the idea of the world, which is broken by a person's own experience, presented in the form of understanding. Unlike the traditional ones, which are characterized by greater flexibility, they are the basis for later updating, obtaining new information that is currently relevant, its processing and application in their practical activities. According to the developers of the competency approach, it is necessary not to have knowledge, but to have certain personal characteristics and at any time be able to find and select the necessary knowledge in huge human-made repositories[8].

The reflexive component of the inclusive competence of the future surdopedagog includes the reflexive basic competence. Reflexive competence is manifested in the ability of an educator to understand the basics of his activity, during which an assessment and reassessment of his abilities, personal achievements is carried out; conscious control of the results of their professional actions covers the analysis of real pedagogical situations. Reflexive competence allows the educator to develop self-knowledge, self-control, self-control and self-identity. Part of the inclusive competence system, reflexive competence is the ability to reflect in education and quasi – professional activities in preparation for inclusive education, as well as in professional activities in inclusive education. Its content includes an analysis of the experience of the implementation of ideas of inclusive education, their educational, quasi-professional, professional activities and the experience of colleagues; selection of the optimal solution in various pedagogical situations of inclusive education; adequate assessment of the results of their academic, quasi-professional, professional activities, the ability to notice their mistakes and strive for their correction, the need for professional and personal growth and increasing the level of their inclusive competencies.

The operational component of the inclusive competence of the future surdopedagog includes operational basic competencies - the ability to perform specific professional tasks in the pedagogical process. These tasks represent the successful implementation of inclusive education, the solution of pedagogical situations that arise, methods of independent and urgent solution of pedagogical tasks, the acquired methods and experience of pedagogical activity necessary for the implementation of search and research activities.

Each operational competence involves a complete cycle of basic necessary competencies. Analysis of the content of the main meaningful and operational competencies included in the inclusive competence system allows you to present in more detail the results of the educational process aimed at its formation and, as a result, more efficiently design and implement it.

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