



**ACADEMICIA**  
**An International  
 Multidisciplinary  
 Research Journal**  
 (Double Blind Refereed & Peer Reviewed Journal)



**DOI: 10.5958/2249-7137.2021.02408.3**

**APPROACHES TO THE DEVELOPMENT OF INCLUSIVE  
 COMPETENCE IN PREPARATION OF FUTURE TEACHERS FOR  
 PROFESSIONAL ACTIVITY**

**Qayumova Dilsora Nuraliyevna\***

\*Basic Doctoral Student,  
 Uzbek Research Institute of Pedagogical Sciences named after T.N Qori Niyazi,  
 UZBEKISTAN

**ABSTRACT**

*This article addresses one of the most important issues related to the active introduction of inclusive education, the training of teachers to work in an inclusive environment. Professional standard "Teacher (pedagogical activity in the field of preschool, primary, general secondary education) (educator, teacher)" related to pedagogical activity on design and implementation of educational process in preschool, primary, general secondary education generalized labor tasks are described.*

**KEYWORDS:** *Individual Development Of Children, Activities In Inclusive Education, Individual Educational Needs, Professional Training Of Teachers, Competent, Poly-Paradigmatic, Person-Centered, Active, Variable, Acmeological, Axiological, Ontological, Systematic, Anthropological, Incidental, Interdisciplinary, Socio-Cultural, Cultural, Contextual Approaches.*

**INTRODUCTION**

The needs of inclusive education are also reflected in the professional standard in the form of psychological and pedagogical, including the need to master and use inclusive technologies. This is necessary to work with students with different contingents in a targeted and targeted manner, to develop and develop individualized educational programs for children, to know and understand what individual educational needs are related to.

There is no doubt that the training of teachers who are ready to implement the requirements of the professional standard requires new approaches to the organization of pedagogical training in all areas of vocational education, including in the field of professional development. This is

evidenced by the survey conducted on March 24, 2016 at the Southern Federal University (Rostov-on-Don) as part of the regional forum of principals of inclusive schools. Of the 105 principals surveyed in the Rostov region, 99% answered positively to the question about the need to train young teachers in activities aimed at educating children with disabilities and / or disabilities. Recommended options for such training include: additional education through certification, higher education, professional development courses, vocational retraining, and more.

We focus on higher education as a training of educators to operate in an inclusive education environment in our own interests.

At present, researchers prefer to resort to classical approaches, which allow to consider the process of organizing the professional training of teachers in the context of higher education. Among them, we distinguished competent, poly-paradigmatic, personality-oriented, active, variable, acmeological, axiological, ontological, systemic, anthropological, incidental, interdisciplinary, socio-cultural, cultural, contextual, and others.

The competent approach is currently being studied by scholars not only as the organizational basis of vocational training, but also as a methodological period in the development of the theory of vocational education. This is an “approach that recognizes that learning outcomes are important outside the education system”. It is aimed not only at deepening human knowledge and developing skills, but also at shaping a certain type of behavior, and the knowledge, skills and abilities acquired in it are practical, in our case, pedagogical activity.

A competent approach implies changes in the organization of the educational process in pedagogical education. The essence of the organization of the educational process is to create conditions for students to form an experience of independent solution of various professional tasks and problems that make up the content of education.

A competent approach means “a set of general principles for setting educational goals, choosing the content of education, organizing the educational process and evaluating learning outcomes” [4, p. 3].

According to scientists, “improving the training of university graduates on the basis of a competent approach is impossible without the introduction of innovative technologies that provide professional preparation, optimization of didactic goals and systematization of teaching materials, technologicalization of the pedagogical process in higher education. ... Competences only in the implementation of projects during student activities; when problem information is insufficient and in non-standard learning or real-world situations; it is manifested in the solution of tasks that require a combination of knowledge and experience, as well as the student's behavior and personal and other capabilities.» Thus, the resources of a competent approach in the course of our research define one of the important conceptual directions of designing a model of teacher training in the design of an inclusive educational environment.

In the field of education, there is now a “fully legitimate phenomenon” called polyparadigm. In the author's understanding, it is understood as a process of "historical birth, application and competitiveness of educational paradigms as different options for finding optimal forms of organization of educational processes in transitional cultural periods" [4, p. 49]. The author notes that “in the post-modern reconstruction period, the promotion of conflicting paradigmatic trends

and models of education in Russia not only reveals the phenomenon of polyparadigm, but also the need to build a unified educational environment and develop a common strategy for development. is becoming a process ”[5, p. 57].

Polyparadigm I.A. Kolesnikova, G.B. Kornetov, I.B. Nordman, O.G. Prikot, I.G. Fomicheva, E.A. It has been the subject of research by many famous scientists such as Hamburg and others. E.A. At the heart of the typology of pedagogical paradigms proposed by Yamburg is the principle of logical complementarity, arising from the rules of cognitive and private philosophy of education. I.A. Kolesnikova, G.B. Kornetov, O.G. Prikot and other scholars present polyparadigm as a form of coexistence of several methodological systems that form a coherent, complete model of the educational process through pedagogical theories, technologies, teaching and learning. In this regard, I.G. Fomicheva has an interesting idea. He argues that the existing universal paradigm as a single methodological framework can be replaced by many educational systems that have the right to co-exist in a common environment.

We I.B. We agree with Nordman that the main strategy for the development of education today is “the harmonization of educational paradigms”. We therefore view the polyparadigmatic approach as the theoretical basis for the design, organization and implementation of the teaching process in a high school setting.

S.B. According to Begaliev, a person-centered approach can be seen as a complex multidimensional process. According to the author, “the theoretical foundations of a person-centered approach apply to the teaching of students in all educational institutions, including high school”. K. Rodgers's Rules of Humanistic Psychology, L.S. Vygotskiy, P.Ya. Galperin, A.A. The ideas of the Leontevs, E.V. Bondarevskaya, V.V. Serikova, I.S. Yakiman’s concept of person-centered learning defined the general idea of a person-centered approach: “The procedural aspect of teaching is expressed in the change in motivation to acquire and apply knowledge in a person-centered environment. That is, the acquired knowledge should allow the student to apply them in practice by expressing their personality. In our opinion, a person-centered approach determines the professional training of teachers in the field of inclusive education to develop the spiritual qualities of the individual, his emotional, aesthetic, creative abilities and potential, which will serve as a basis for the formation of future humanistic pedagogical positions.

The active approach in all its partially transformed forms (project-activity, personal-activity, reflexive-activity, system-activity, etc.) is aimed at organizing the process of professional training of inclusive education teacher in such a way that he is an active subject of learning, work and communication. he understands and implements the set goals, monitors and tracks the process of personal professional development, analyzes and critically evaluates the results of his activities.

The alternative approach is viewed, on the one hand, as an “emergency socio-pedagogical phenomenon manifested in the form of a negative response of society and education to new socio-economic and psychological conditions,” and, on the other hand, is seen as a mechanism for shaping its flexibility and professional mobility.

Acmeological approach, S.P. According to Begaliev, "it implies a new paradigm in improving the training of future professionals." Its use in the organization of the process of professional

training of teachers for an inclusive school involves taking into account the important pedagogical conditions of motivation and needs for achieving high results of personal professional development, striving for creative activity, realization of personal intellectual and creative potential.

The axiological approach is an integral part of the humanistic pedagogical tradition. According to him, man is "the highest value of society and the only goal of social development." Under this approach, the future educator of inclusive education is a holistic individual who is ready to accept students with special educational needs, who belong to a different type of thinking and who have an inclusive pedagogical culture as the owner of valuable qualities. The axiological approach, which is considered as the main goal of our study, is a key link in the set of methodological approaches that determine the characteristics of professional training of teachers in the higher education system.

The ontological approach studies pedagogical processes from the perspective of their participants-subjects. Under this approach, the system of training future educators leads to the emergence of a subjective opinion that determines their attitude to the world, people and themselves in a broad inclusion. This creates the conditions for the formation of a person with a unique outlook, and such a person is in an ontological reality situation, which includes the subject itself, the subject environment and living conditions, which are characteristic of an inclusive society.

The systematic approach explores the importance of professional training of teachers to work in an inclusive education environment as an integrated system of elements designed to form the personal and professional qualities of teachers willing to work in diverse and diverse inclusive education institutions.

The anthropological approach allows to determine the amount of "humanity in man ...", "to look at man as the main goal and the highest value" [2. 62 p.] Serves as a basis for the formation of humanistic pedagogical thinking and value attitude towards each child, including students who are developing as individuals with special educational needs.

We consider the incidental approach as a basis for the implementation of meaningful and procedural reforms in the training of teachers in higher education. The peculiarity of this approach is that its etymology does not have the same meaning. On the one hand, it may be based on a specially organized phenomenon that models the conditions necessary for the formation of this or that professional quality. On the other hand, it may be based on the phenomenon of daily coexistence in an environment that does not involve the implementation of a specific plan, order, or project proposed by someone outside, but can be a guarantee of the life activities the student aspires to. In the course of our study, we focus on the third option of understanding the eventual approach. It combines deliberately organized events that naturally take place in the eventful environment of student life.

The interdisciplinary approach serves as the basis for a holistic understanding and perception of the surrounding being. In the framework of our research, an interdisciplinary approach is implemented in the design of curriculum materials for the basic education program in terms of understanding inclusion in terms of diversity by involving data from all disciplines in the field of research in this emergency.

The socio-cultural approach is based on the rule that human nature is determined by a set of biological, social and cultural factors and is manifested in the process of interaction with society and all its various aspects. In this regard, based on the methodological area of the socio-cultural approach, we supplement the content of professional training so that the future teacher of an inclusive education system can feel like part of an updated, inclusive system of community values.

The cultural approach is very close in content to the socio-cultural approach, but it reflects the leading role of culture in the education of the individual. RFA academician E.V. Bondarevskaya's personality-oriented cultural concept is a clear proof of this.

The phenomenon of creating culture is based on the creation of a special environment for cultural exchange in the educational process of higher education, which implies the possibility of "growing" individual cultural values. The use of a cultural approach as a methodological basis for the formation of a system of teacher training in inclusive education is achieved by creating pedagogical conditions that support the cultural and creative goals of students, where the process of formation of a future teacher focused on the values of inclusive pedagogical culture.

Fundamentals of a contextual (thematic) approach A.A. Developed by Verbitsky, it is one of the crucial components of planning and organizing the educational process in high school. M.N. According to Shvetsova, contextual teaching "allows students to feel that science is relevant to a particular field, which serves as a tool for them to achieve their chosen professions". In order to sustainably develop students' learning and inclusive competencies, we rely on the basic principles of a contextual approach, creating a situation for them to "dive" into a career-oriented environment.

We have reviewed all of the approaches listed above and tried to assess the possibilities and options for using them as methodological foundations for professional training for educators to operate in an inclusive education environment. Each of them, in isolation, in our opinion, has great potential in specific aspects of the training of an inclusive school educator, which can be covered in detail only in the context of a separate fundamental research. For this reason, despite the large number of methodological bases for professional training of teachers to work in an inclusive education environment, we have identified the following basic approaches that underlie the development of a model of professional training for teachers to design an inclusive education environment: axiological, cultural, competent, personal and event. We will try to comment on our choice.

The axiological approach defines the content aspects of professional training aimed at forming a valuable core of the future educator's personality. Knowing, understanding and accepting the values of an inclusive society, forming a personal inclusive worldview, following the principles of inclusion in practice are the main results of using an axiological approach in preparing educators to work in an inclusive education environment. At the same time, based on the values of inclusion in general, we study this approach as the basis for the formation of an inclusive culture of the educator, which allowed us to apply the cultural approach later.

The socio-cultural approach is based on the rule that human nature is determined by a set of biological, social and cultural factors and is manifested in the process of interaction with society and all its various aspects. In this regard, based on the methodological area of the socio-cultural

approach, we supplement the content of professional training so that the future teacher of an inclusive education system can feel like part of an updated, inclusive system of community values.

The cultural approach is very close in content to the socio-cultural approach, but it reflects the leading role of culture in the education of the individual. RFA academician E.V. Bondarevskaya's personality-oriented cultural concept is a clear proof of this.

The phenomenon of creating culture is based on the creation of a special environment for cultural exchange in the educational process of higher education, which implies the possibility of "growing" individual cultural values. The use of a cultural approach as a methodological basis for the formation of a system of teacher training in inclusive education is achieved by creating pedagogical conditions that support the cultural and creative goals of students, where the process of formation of a future teacher focused on the values of inclusive pedagogical culture.

Fundamentals of a contextual (thematic) approach A.A. Developed by Verbitsky, it is one of the crucial components of planning and organizing the educational process in high school. M.N. According to Shvetsova, contextual teaching "allows students to feel that science is relevant to a particular field, which serves as a tool for them to achieve their chosen professions". In order to sustainably develop students' learning and inclusive competencies, we rely on the basic principles of a contextual approach, creating a situation for them to "dive" into a career-oriented environment.

We have reviewed all of the approaches listed above and tried to assess the possibilities and options for using them as methodological foundations for professional training for educators to operate in an inclusive education environment. Each of them, in isolation, in our opinion, has great potential in specific aspects of the training of an inclusive school educator, which can be covered in detail only in the context of a separate fundamental research. For this reason, despite the large number of methodological bases for professional training of teachers to work in an inclusive education environment, we have identified the following basic approaches that underlie the development of a model of professional training for teachers to design an inclusive education environment: axiological, cultural, competent, personal and event. We will try to comment on our choice.

The axiological approach defines the content aspects of professional training aimed at forming a valuable core of the future educator's personality. Knowing, understanding and accepting the values of an inclusive society, forming a personal inclusive worldview, following the principles of inclusion in practice are the main results of using an axiological approach in preparing educators to work in an inclusive education environment. At the same time, based on the values of inclusion in general, we study this approach as the basis for the formation of an inclusive culture of the educator, which allowed us to apply the cultural approach later.

#### **REFERENCES:**

1. Voznyak I.V. Inclusive Education: How to Train Teachers? // Psychological and pedagogical journal GaudeamuS. 2016. No. 1. Vol. 15, pp. 37-41.

2. Goryunova L.V. The logic of the deployment of the educational process at the stage of transition to a new type of pedagogical education // Modern problems of science and education. 2015. No. 6-0. P. 564.
3. Gorbunova N.V. Preparing future teachers for work in an inclusive environment // Problems of modern pedagogical education. 2017. No. 54-1. S. 88-96.
4. Kochetova N.N., Maslieva S.N. Personal model of training a future teacher at work in an inclusive education // Education. The science. Innovation. 2015. No. 1 (39). S. 49-58.
5. Mallaev D.M. Problems and Prospects of Russian Inclusive Education // Inclusive Education: Problems and Prospects: Materials of the II International Educational Forum, in 3 volumes. T. 1. - Rostov-on-Don: Publishing house of the Southern Federal University, 2015.