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METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>DEVELOPMENT OF INCLUSIVE READINESS BASED ON THE
FORMATION OF COMPLEX COMPETENCIES OF FUTURE DEFECTOLOGISTS**Mohira Aminqulovna Sattorova**

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ABOUT ARTICLE

Key words: inclusive education, medical, pedagogical, psychological, adaptation, integration, physical integration, functional integration, social integration.**Received:** 10.08.25**Accepted:** 12.08.25**Published:** 14.08.25**Abstract:** in the article, the modern stage of reforming general secondary education in our country is closely related to the changes that are being carried out in the social and economic spheres, and when choosing a strategic vector for preparing future defectologists for inclusive education, it is aimed at achieving greater independence for both an educational institution and a teacher - for the purpose of continuous professional development. Pedagogical scientists and researchers identify and substantiate the structural-structural components of the readiness of future teachers of Social Sciences to carry out activities in inclusive education, develop personal-semantic, that is, internal and external relations, motivational values and the ability to work in inclusive education, as well as cognitive, that is, a system of special methodological, theoretical, practical and professional knowledge, methods, techniques, The need for the development of educational technologies for the continuous professional development of future defectologists, the development of technology for improving the essence and content of educational technologies in their activities outside the audience, the preparation of future

Introduction

The inclusive readiness of the future teacher the integral quality of the individual is considered as a pedagogical phenomenon, on the other hand, readiness for professional-pedagogical activity has special components. The choice of components of inclusive education is determined in its content by the content of the pedagogical activity of the future teacher of Social Sciences, as well as by general approaches to bringing inclusive readiness into one system as a psychological and pedagogical phenomenon.

In Social Psychology, the content structure of value relationships can be divided into three main components: awareness, beliefs, cognitive perceptions, thoughts, affective assessment, emotion, emotions, experiences, conative [8].

The analysis of the studied pedagogical and scientific literature shows that there is no commonality in determining the structural-structural components of universal and universal training for pedagogical activity (2.1- table).

The analysis of pedagogical and psychological literature shows that in determining the organizational and content structure of readiness for professional activity, the motivational components that determine the motives of multi-variant activity, as well as the set of cognitive, theoretical and informational knowledge about the object on which professional activity is planned to be performed, are mandatory. The rest of the components can change in place.

Pedagogical scientists and researchers have attempted to identify and substantiate the structural components of the readiness of future social studies teachers to work in inclusive education. Inclusive education includes in the structural-content structure of the future teacher of Social Sciences the ability to work in personal-semantic, that is, internal and external relations, motivational values and inclusive education, as well as cognitive, that is, a system of special methodological, theoretical, practical and professional knowledge, methods, techniques, practical skills in the use of technologies as components [5].

Directions of readiness for pedagogical professional activity

Authors	Preparation directions	Components
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A.P. Chernyavskaya	Pedagogical	<p>The ability of an individual to realize oneself on the basis of their values and attitudes, to distinguish their goals from the goals of others-an alternative;</p> <p>Be able to connect data with each other-informative;</p> <p>Ability to choose a path to professional development-decision making;</p> <p>Ability to identify and set goals-planning;</p> <p>Emotional relations affecting representatives of the secondary profession-emotional [4].</p>
YE.N. Koreneva	Pedagogical	<p>Positive attitude towards his personality, development of his own spiritual, moral and professional values-motivational-valuable;</p> <p>Professional knowledge of an educator – intellectual;</p> <p>Set of personal and volitional qualities-emotional;</p> <p>Self-knowledge, self - development, self-assessment-reflexive [5]</p>
YE.N. Koreneva	Pedagogical	<p>Positive attitude towards his personality, development of his own spiritual, moral and professional values-motivational-valuable;</p> <p>Professional knowledge of an educator – intellectual;</p> <p>Set of personal and volitional qualities-emotional;</p> <p>Self-knowledge, self - development, self-assessment-reflexive [5]</p>
I.F. Kashlach	Inclusive training of future social studies teachers	<p>Interest in one's profession - motivational;</p> <p>Pedagogical thinking, analytical design - theoretical;</p> <p>Communicative skills - practical [9]</p>
M. I. Dyachenko, L. A. Kandibovich	Psychological	<p>Understanding their own needs, requirements and professional task;</p> <p>Awareness of pedagogical goals;</p> <p>Understanding and evaluation;</p> <p>Predicting the manifestation of intellectual, emotional, cognitive, reflexive, motivational processes;</p> <p>Making a proposal to achieve pedagogical goals [6.]</p>

V. F. Jukova	Psychological	<p>Motives of professional activity, interest in professional activity-motivational;</p> <p>Feeling of responsibility in professional activities , self-control-emotional;</p> <p>Features and pedagogical conditions of professional activity, valuable directions for life goals-professional orientation;</p> <p>The content structure of professional activity and knowledge of self - assessment-cognitive</p> <p>Motives of professional activity, interest in professional activity-motivational;</p> <p>Feeling of responsibility in professional activities , self-control-emotional;</p> <p>Features and pedagogy [7.]</p>
I.A. Kucherev	Psychological	<p>Motivational-value; intellectual; emotional; cognitive; conative; reflexive [10]</p>
T. B. Kryukova	Psychological preparation for professional activities	<p>Training and interest in their profession by directing the learner to professional activities-motivational;</p> <p>Choosing tools for achieving their goal in professional activities, comparing the result obtained, being responsible - orderliness;</p> <p>To be able to assess professional training and find a solution to professional professional problems-evaluation [9]</p>
O.B. Dmitriyeva	Psychological	<p>Interest in solving professional problems, achieving professional success - motivational;</p> <p>Acquisition of knowledge in preparation for professional activity-cognitive;</p> <p>Regulation of their relations in professional activity-an active process [6]</p>

In determining the structural structure of inclusive education, we relied on understanding its psychological, pedagogical, philosophical and scientific significance. The inclusive training of the future social science teacher is a systemic phenomenon and includes: inclusive education receiving participants and building positive relationships with them, educational components of methodological, didactic, organizational, professional and pedagogical activity, as well as experience of practical, professional, inclusive activities. The

psychological structure is a certain attitude of the individual towards specific goals and objectives and is expressed in mobilization and professional training for activities aimed at their implementation [13]. The psychological structure of inclusive training in future educators is explained by the dynamic state of personality, certain actions, mobilization of forces into successful actions in a purposeful way at a certain time in a pre-established relationship, experiences, motives and situation [1].

From a psychological perspective, the components of inclusive education are as follows::

1) interest in professional and pedagogical activities in inclusive education, desire to achieve success in professional activities, positive motives of professional activities – motivational;

2) understanding of professional tasks, knowledge of the means of achieving a goal in professional activity-cognitive;

3) sense of responsibility in professional activities - emotional;

4) Mobilization of forces and opportunities for success in professional activities, self - control, concentration on the task, overcoming doubts-conative.

Mobilization of forces and opportunities for success in professional activities, self-control, concentration on the task, overcoming doubts-conative.

The pedagogical structure is an indispensable description of competencies and personal qualities that determine effective professional and pedagogical activity in the context of inclusive education, that is, the implementation of all constructive, organizational, communicative, reflexive components of pedagogical activity.

Through a theoretical-methodological analysis of the inclusive readiness of the future social science teacher, it made it possible to determine its content and functional characteristics and its structural structure, expressed by cognitive, emotional, conative, communicative and reflexive components. Each component of inclusive education has a content structure of universal and Universal competencies, which determines pedagogical and psychological directions.

The informative communicative component of inclusive education involves the establishment of an active social relationship with all participants in inclusive education, including social institutions, community organizations, educational institutions. The reflexive component of their pedagogical professional activity reflexes in itself the analysis of the effectiveness of their activities, the conduct of pedagogical professional activity in inclusive education and the elements of interaction.

The pedagogical professional activity of the future teacher of inclusive education requires a high level of self-awareness and self-development regulation, and is effective if qualifications are realized only when they are formed, which determines an important place in the development of inclusive training. Pedagogical professional activity of the future teacher of inclusive education requires a high level of self-awareness and self-development regulation, and is effective if qualifications are realized only when they are formed, which determines an important place in the development of inclusive training.

The conscious choice of educational goals forms the motivational basis of professional activity, the formation of which is based on the satisfaction of educational needs and the use of experiences. In inclusive education, the joint actions of a teacher-children's Group, a teacher-parent team, a teacher-professional team and others are studied.

The emotional component of the inclusive readiness of future educators is an emotional assessment of the object, benevolence to it. The emotional component determines the ability of teachers to receive inclusive education Conditions, Features of the educational process, special educational needs, including other participants in the field of social protection and inclusive education. The emotional component is the basis for the spontaneous formation of the established directions in the conditions of professional activity.

The conative component in its place is the driving force for directing the expression of the establishment of professional behavior; respects the personality of each educator; is able to conduct pedagogical activity in the context of inclusive education; manifests plans, ideas, actions and necessary professional competencies; is able to make decisions in non-standard situations and professional situations.

In the reflexive component, pedagogical professional activity is analyzed, the objects of which are: students in need of social protection in inclusive education and their parents, supporting students in need of special education; the results of inclusive education cover knowledge, skills, qualifications and personal quality and qualities; educational activities of educators, its components and stages.

The inclusive readiness of future social science teachers is a systemic phenomenon: a complex of interacting components, a set of elements that are in a certain professional relationship with each other, a set of interconnected elements that interact with the environment as a whole [6]. According to the criteria for classifying systems, complex, evolving, abstraction, openness, self-organizing, may depend on a decentralized system.

The content of the inclusive readiness of the future social science teacher does not have a single structural structure, but is directed towards the subject, determines the content of each selected component and determines the communicative connection, communication and informational communication between each member of the inclusive education.

Inclusive readiness is defined as an abstract system, since it is an indirect result of the process of education of reality in the context of heterogeneous groups of students. Inclusive training of a social science teacher is characterized as an open system, since it depends on the variability of the environment with the network of External Relations.

The inclusive readiness of future educators is a complex and wide-ranging system, the components of which are heterogeneous in nature. Perform different quality as well as informational, functional, feedback and can be regarded as subsystems with their own structure.

The complexity of inclusive education as a pedagogical system is also determined by the flexibility and variability of the system in many situations. The characterization of inclusive education as a developmental system can vary in its structure and tasks over time and when the requirements of the social environment change. The inclusive readiness of future educators is a flexible system for external influences, for example, changes in the quality of participants in the space of inclusive education. In addition, inclusive preparation implies decentralized systems, since all its components are important in determining the essence and tasks of the phenomenon under study.

The components of inclusive education combine into one system with specific characteristics such as integrity, integrativity, hierarchical, openness and sustainability. The integrity of inclusive education means the connection between the elements of the external environment and its individual components, and any component change is considered as a whole system.

Thus, the development of the reflexive component affects the change in the communicative component, which is manifested in the change in the indicators of inclusive education. By observing teachers in the process of participating in educational seminars and trainings, the development of the reflexive component will be clearly seen by changing its universal and Universal competencies and their quality.

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Inclusive readiness of students of social orientation is a flexible system for external environmental influences, for example, changes in the quality of participants in inclusive education. In addition, inclusive preparation implies decentralized systems, the reason for which all its components are important in determining the essence and tasks of the phenomenon under study.

The hierarchical structure of inclusive education as a system means that each individual structural-meaningful cognitive, conative, emotional, reflexive, communicative components can be considered from the point of view of the system, which includes elements such as academic, professional and socio-personal competencies, diagrams, images, etc. Thus, the cognitive component includes features of the educational process in the framework of inclusive education, social ideas about children with disabilities, positive images about their capabilities, perception in conditions of inclusive education (conative), thinking about inclusive education and its participants. The emotional component is considered as a phenomenon of inclusive education, and its participants include emotions that determine the attitude towards the professional place and position of the teacher, etc.

The integrity system of inclusive education is manifested in the fact that it has a specific law of its functionality, that is, it has specific functions in the pedagogical professional activities of the future teacher of Social Science in inclusive education. The development of the emotional component is explained by the development of cognitive and communicative components, the inclusion of inclusive education in communication with others, a change in its values, finding ways to use new means of communication.

Allows you to measure and compare the competency composition of the inclusive readiness of future social science teachers and each of its components. Since inclusive preparation is a hidden quality of an individual, it can be determined using signs and indicators of the manifestation of quality. The inclusive readiness of students can have different levels of formation: low (intuitive), medium (reproductive) and high (professionally active) [15].

Criteria as a measure of assessment, as indicators of determining the level of inclusive readiness as an assessment, identification or classification of something, implies an assessment of information that can be used to assess the development, progress, state of something, an assessment of the degree of formation of cognitive, emotional, reflexive structural components

as a sign of something. Each criterion is defined in terms of meaning by a number of the following distinct indicators
(table 2.2).

Criteria/Inclusive Preparation Components	Indicators (academic, professional, socio-personal competencies)
Cognitive	volumetric indicator (completeness, consistency); qualitative indicator (accuracy, mastery, perfection); indicator of solving the problems of socialization, education and upbringing of children in inclusive education
Emotional	
Conative	
Reflexive	
Communicative	

Based on the selected criteria and indicators, each established level of inclusive training has its own characteristics, which are as follows [3]:

low (intuitive) level-the set of academic, professional and socio-personal competencies (including universal and Universal competencies) is minimally formed; academic competencies that characterize the phenomenon of inclusive education, are limited by the characteristics of cognitive, emotional spheres, the personality of children with disabilities; there is no effectiveness of professional competencies; shows a low willingness to rely in practice on the philosophical, scientific and methodological; the values of inclusive education are perceived superficially; it is difficult to understand the importance and methods of carrying out the socializing and adaptive tasks of education; they faced difficulties in identifying the qualitative characteristics of the educational needs of each child and adapting the educational environment based on the identified psychological, physical, pedagogical needs; in inclusive education, children with special educational needs have difficulty organizing an effective social partnership of teachers, parents and professionals to solve the problems of teaching, educating and accompanying them;

reproductive, that is, secondary level-the attitude of tolerance towards all participants in inclusive education is manifested to those who receive education with limited opportunities; universal, universal, social and personal competencies that determine the content of inclusive training are not sufficiently formed, do not adapt to inclusive conditions in pedagogical situations, there are problems in solving professional problems in pedagogical activity, ; it is

difficult to perceive pedagogical professional activities on the pedagogical, philosophical, scientific and methodological foundations of inclusive education, its valuable principles; can analyze the achievements and shortcomings of its professional activity; can cooperate among themselves in the conditions of inclusive education, adapt their personal style to the development of professional relations with all subjects of inclusive education; accept the values of inclusive education, but cannot; they perceive the place of the future social science teacher as socially significant in their opinion; to solve the problems of teaching, upbringing and accompanying them only in certain cases of inclusive education, teachers, parents and specialists strive to organize cooperation, to make social partnerships;

a high (professionally active) level that determines the content of inclusive readiness-a system of academic, professional and socio-personal competencies, that is, universal and Universal competencies, is fully formed; assumes the achievement of an educational and educational result, is able to effectively conduct professional activities in inclusive education, professional activities are aimed at the development of inclusive education; ready to use different areas of inclusive education, able to use different communication technology of communicative behavior in different areas of interaction, including methods; know Ways and means of achieving pedagogical goals of inclusive education, tools that determine the potential of educational institutions, and are able to apply in professional practical activities; rely on the valuable principles of inclusive education, implementing socializing and adaptive functions; build an inclusive culture of educational institutions, maintain and develop inclusive practices, apply pedagogical technologies and teaching methods in inclusive education, adapt educational information to the characteristics and needs of each child and create educational materials and teaching tools, taking into account the design principle; organize counseling for parents on educational issues, educational, social development; adapt the educational environment didactically and methodically to; has the ability to adequately use control and assessment methods in organizing interaction and working with children; specialists with the ability to conduct educational seminars and trainings are necessary for all participants in inclusive education.

The established levels represent in content the algorithmic stages of the formation of inclusive readiness and are determined not only by quality characteristics, but also by quantitative indicators. Pedagogical experiment-testing of inclusive training of future teachers and how to work the results will be fully cited in the third chapter.

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