

ASPECTS OF ORIENTATION OF STUDENTS OF THE PROFESSIONAL DEVELOPMENT COURSES IN THE DIRECTION "MANAGERS OF EDUCATIONAL INSTITUTIONS" TO THE EFFECTIVE ORGANIZATION OF INCLUSIVE EDUCATION

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ABSTRACT

In recent years, the education of children with disabilities has been a closed topic, categorized mainly into "able to be educated" and "unable to get an education". Recognition of people with disabilities as equal members of the society, their ability to live, participate in the activities of the society, and adaptation to social life according to their own abilities caused to appear the terms as people "have disabilities", "need special attention", "have a problem with mental development", "there are deviations in development" instead of the terms like "anomaly", "defective", "mentally disabled" or "foolish". This situation has led to a change in attitudes around the world towards the rehabilitation, correction, adaptation, and integration of these children to social life. The article is implied by revealing the problems of the introduction of inclusive education in general secondary schools in the country and the formation of skills reinforced to overcome them.

Keywords: Inclusive education, disabilities, need special attention, adaptation, social life.

INTRODUCTION

One of the constructive results in the field of education in recent years is the early diagnosis of "abnormalities" in the development of the child, identification its cause, rehabilitation, pedagogical assistance of children at initial and early stages of their ages, as well as the adaptation of children in this category. So, we must admit that it remains one of the most persistent and actual issues of our education system. Inclusive education is the early stage towards inclusivity, humanizing of the society. The development of such education is not the creation of a new form, but a planned qualitative transformation of the education system. That is, the targets of this education are not about changing or correcting an individual child, but about transformation or adaptation of the learning and social environment to the capabilities of that child. In other words, it is not a separate form of education, but it is an education, which is characterized by the flexibility of its philosophy, concept, content, and conditions to the capabilities of each child's freedom of choice.

LITERATURE REVIEW

The World Education Forum held in Incheon, Korea, adopted the "Incheon Declaration-2030: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all", as well as the Global Program particularly stated that ensuring the education,

knowledge, and skills of all people on the planet is necessary for them on adaptation to the society, social life, and success in their personal life. At the UN Summit in France on October 29, of the same year, the participating States formally agreed to "create an inclusive and equal environment for all people to receive a qualitative education at the pre-school, primary, secondary, tertiary, and vocational levels of education".

In our country, where the state policy based on humane principles is being implemented, the guarantee of equal rights of every child in life, development, participation, and protection is set. In particular, the "Action Strategy" for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, the Decree PP-5270 of the President of the Republic of Uzbekistan "On measures to radically improve the system of state support of people with disabilities", Decree PF-5712 of the President of the Republic of Uzbekistan "On approval of the Concept of development of public education system of the Republic of Uzbekistan till 2030" measures have taken in this direction, taking into account the importance of the unity of the community members in this regard:

- Further expanding the scope of work to be done for providing qualitative education to children with disabilities;
- Validation of ways and means of involving children with special needs in general educational institutions;
- Indicated the activities, how to convey the concept, content, and essence of inclusive education to the school managers, leaders, and teachers working in the public education system, as well as to carry out advocacy work.

METHODOLOGY

The mentioned measures show the urgency of the study of the problem of inclusive education, the issue of scientific and theoretical substantiation based on the practical experience of educational institutions of the republic.

The idea of inclusive education in the country was introduced in 1996 with the first conference of international experts in Tashkent, and scientific-practical investigations conducted in recent years by the Ministry of Public Education in cooperation with UNICEF, the Asian Development Bank, the World Bank and we can link the various projects implemented collaboratively together with the European Union and Republican Center for Children's Social Adaptation. The remarkable aspect of the work carried out is that positive changes have taken place not only in the lives and minds of children in need of special attention but also in the minds of their peers who study with them. That is, healthy children began to treat these children not as they treated the sick person, but as their friends who were experiencing their own specific developmental process.

However, despite the positive results in inclusive educational institutions, there are faced a number of challenges. The practice of inclusive education shows that this education is a process that does not have the potential to succeed all at once, but this education requires the process of longer systemic changes. First of all, the introduction of such education requires a radical change in the thinking and consciousness, the psychology of the school managers, leaders, teachers, and others of the current education system, which is considered the most complex procedure.

As this is a relatively new task for the education system of Uzbekistan, especially during the introduction of inclusive education a range of questions as: "How to prepare a child with disabilities to teach in a normal school?", "What problems do we face in teaching such

children?", "Are we ready to educate such children?", "Who needs special and who needs inclusive education?", "What are the benefits of inclusive education?" have appeared. And, of course, these and such type of questions need to be clarified. In order to address the goal of our research, to ensure the effectiveness of inclusive education, we conducted a survey with students of the Professional Development course in the direction "Managers of general secondary schools" of the Retraining and In-Service Institute of Managers and Specialist Personnel of the Public Education System named after A. Avloni. In particular, the participants of our survey are the general secondary school principals

RESULTS

The content of the survey questions covered as following: how many students with developmental disabilities are studying in the educational institution, what type of education they are covered, the legislation required for the introduction of inclusive education, as well as the concepts and terms on the subject, attitudes towards students with disabilities, issues of their teaching, the collection of information on the forthcoming difficulties and clarification the content of the current situation.

- ✓ 45% of the respondents said that home-based education was organized for students with disabilities in educational institutions, 17.5% of respondents said that last academic year students with disabilities studied in specific classes compiled for such type of children, and 5% of respondents stated that involved students to such type of education returned to study in a specialized educational institution.

Moreover, based on the conducted surveys, the following phenomenon were also identified:

- ✓ 90% of respondents are not aware of normative documents on inclusive education;
- ✓ 100% of participants of the survey do not know the difference between 'inclusive' and 'integrated' education;
- ✓ 80% of respondents point to the inconvenience of working with them in general educational institutions without separation as a negative rather than a positive aspect of inclusive education;
- ✓ 20% of respondents report that students with disabilities involved in general secondary schools may be ridiculed by others;
- ✓ 30% of respondents report that taking their children to general secondary schools has a negative effect on the parents' spiritual manners;
- ✓ 20% of respondents noted parents' embarrassment;
- ✓ 10% of respondents stated it may occur the additional needs to introduce and implement appropriate pedagogical technologies, interactive methods into the educational process;
- ✓ 85% of respondents noted the need to organize pieces of training for themselves and teachers of the institution on the topic related to inclusive education;
- ✓ 15% of the participants indicated the necessity of collaborative activities between the teachers' staff for achievement of successful work in this area;
- ✓ 10% of respondents indicated the lack of methodological tools and technical aids in this area;
- ✓ 45% of respondents indicated the necessity of adaptation of the buildings and the assistance of medical staff.
- ✓ 80% of the respondents reported that a secondary school teacher is not able to work with such students at all.

The modern educational process requires new teachers and specialists who can think creatively, apply advanced methods and technologies, pedagogical-psychological diagnostic methods, methods of independent design of the pedagogical process, as well as the process leader – competitive manager of the educational institution. In the organization of inclusive education,

school principals of both types of educational institutions must present themselves as education leaders and advisors in the process.

DISCUSSION

In order to contribute to the wider dissemination and effectiveness of this education, the teaching program and learning materials under the theme entitled "Implementation of inclusive education in Uzbekistan: essence, problems, and solutions" have developed, included professional development course syllabi as an actual topic and introduced in all directions of professional development courses.

The successful outcome of the training in the professional development process is determined not only by the high level of reading and learning comprehension but also attained skills by the socio-psychological, special technological and information (adaptive and compensatory) and communication culture. Our research conducted in the process of professional development of managers and specialists of the correctional education system shows that the success of the activity is largely determined not only by the high level of knowledge of professors and their mastery of various effective methods but also by comprehensive preparation for the process.

The activities are underway to introduce modern information and communication technologies and advanced pedagogical technologies into the educational process, as well as new approaches to work. In the process of professional development of school managers, it is crucial to take into account the specifics of adult education, professional needs, interests, readiness to work in an institution with inclusive education, knowledge, level, experience, and loyalty to a number of rules and regulations. Therefore, it is advisable for the teacher to rely on the following andragogy principles:

➤ The principle of a comprehensive approach to the preparation of the transformative educational process, taking into account the capabilities of the audience. This process includes information on the development of the training program of the course, the acquisition, and creation and reproduction of the necessary teaching materials and literature, selection of appropriate computer programs in accordance with the level of audience or students.

➤ The principle of cooperation of the participants of the course with their group mates and teachers staff of the institution in the educational and preparation process. The main point of the professional development training process is to identify the needs of course participants and special education institutions, and initial surveys, interviews allow identifying them.

➤ The principle of using the experience, practical knowledge, skills, and abilities of course participants as a source of achieving the goals of the course and the acquisition of new knowledge. This principle is based on the use of active methods that encourage participants to creative activity, as well as individual creative work, the creation of lesson plans, writing a synopsis, abstracts, and cases.

➤ The principle of correction the outdated experience and personal attitude, which obstructs the acquisition of new knowledge. It is well known, that teachers and educators with many years of work experience cannot give up what they are accustomed to their activities and try to resist by looking for evidence that the innovations are ineffective. Therefore, it is necessary to conduct educational activities, such as conversations, persuasions, aimed at the formation of new perspectives and the nonsense of resistance in the educational process. At the same time, it is possible to use professional and social experience, which is the basis of conflicts with the goals of contemporary time and the pedagogic staff.

➤ The principle of individual approach to education based on the individual needs of the course participants, taking into account the individual personality and free time, the limitations

imposed on him. The principle of the individual approach is based on the description of the participant's personality, professional activity, social status, interaction with members of the pedagogical staff, colleagues. At the beginning of the course, conducting an "Introductory/Initial" survey allows you to get some information about the course participants.

➤ The principle of reflectivity that includes a conscious approach to education, which is a key part of the personal motivation of the course participant.

➤ The principle of proportionality of learning outcomes to the practical activities of the learner. This implies, first of all, the relevance, dependence, and necessity of the acquired knowledge, skills, and abilities in the educational process to the needs of the educational activities that occurred in the special boarding school.

➤ The principle of systematic education. This principle implies that the purpose and content of education are relevant to the form, method, teaching aids, and assessment of the results chosen for its implementation.

➤ The principle topicality of learning outcomes, short-term implementation in practice. The implementation of this principle is ensured through the use of the principles of systematization, the relevance of learning outcomes to the practical activities of the learners, individual approach, the use of previously acquired knowledge and comprehension.

➤ The principle of learner development. Professional development courses should be aimed at improving the personality of the trainee in the process of practical activity, the ability to independently search for innovations, to develop the ability to learn new concepts, and eager to enlarge knowledge and skills.

CONCLUSIONS

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The results of the survey and what has been studied in current practice are the basis for the following conclusions:

- ✚ the introduction of inclusive education is a complex process;
- ✚ it is necessary to develop a legal framework for the effective implementation of inclusive education;
- ✚ developing a system that justifies the acquisition of speech by children involved in education;
- ✚ It is necessary to modify the building of the educational institution to the physical needs of students;
- ✚ Teachers should be trained in inclusive education, special attention should be paid to their professional development;
- ✚ It is necessary to organize pieces of training for the school administration and the teachers' staffs, due to the reforms need to start from the classroom, from the school;
- ✚ The educational process should be integrated with the meaningful life of students, based on the person-oriented principle;
- ✚ Special attention should be drawn to the implementation of inclusive education on the basis of a comprehensive approach and the expansion of the number of participants;
- ✚ Special attention should be drawn to the parents' participation in the educational process;
- ✚ It is important to carry out explanatory and advocacy work among the public members and the population on the benefits and effectiveness of inclusive education;
- ✚ Regular monitoring should be carried out on all spheres and stages, and also participants should be supported.

Adherence to the stated andragogy principles is the basis for ensuring the quality of education, serving the formation of learners' adaptation to the modern educational environment, the emergence, and formation of interest and motivation to solve the problem.

Through the active participation of learners, diversification, and harmonization of collaborative teaching methods, the task of supporting students to choose a particular profession, training, and social adaptation is solved by preventing the emergence of social problems that lead to the primary problems of students with special needs.

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