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FORMATION OF PROFESSIONAL COMPETENCE OF A TEACHER IN THE CONDITION OF INCLUSIVE EDUCATION AND SOCIAL PARTNERSHIP

Abstract

This article considers the problem of the implementation of inclusive education in modern Uzbekistan. Much attention is paid to the development of professional and pedagogical competencies that contribute to the formation of a system of social partnership, which in turn creates a favorable

Key words: personal development, inclusive education, diagnostics, psychological and pedagogical support, education.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ ПЕДАГОГА В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ И СОЦИАЛЬНОГО ПАРТНЕРСТВА

Аннотация

В данной статье рассмотрена проблема реализации инклюзивного образования в современном Узбекистане. Уделяется большое внимание развитию профессионально-педагогических компетенций, способствующих формированию системы социального партнерства, которая в свою очередь создает благоприятную среду для педагогов и детей, соответственно. На примере учреждения «Соглом бола» Комплексного центра социального обслуживания города Коканда Ферганской области рассмотрено поэтапное психолого-педагогическое сопровождение детей с различными нарушениями.

Ключевые слова: личностное развитие, инклюзивное образование, диагностика, психолого-педагогическое сопровождение, воспитание.

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ИНКЛЮЗИВТИ БІЛІМ БЕРУ ЖӘНЕ ӘЛЕУМЕТТІК ӘРІШТЕСТІК ЖАҒДАЙЫНДА ПЕДАГОГТИҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

Аңдатпа

Бұл мақалада қазіргі Өзбекстанда инклюзивті білім беруді енгізу мәселесі қарастырылған. Әлеуметтік серіктестік жүйесін қалыптастыруға ықпал ететін кәсіби-педагогикалық құзыреттіліктерді дамытуға көп көңіл бөлінеді, бұл өз кезегінде тиісінше мұғалімдер мен балаларға қолайлы жағдай жасайды. Ферғана облысы Қоқан қаласындағы «Әлеуметтік қызмет көрсету кешені» мекемесінің «Соглом бала» мекемесінің мысалында түрлі мүмкіндігі

шектеулі балаларға кезең-кезеңімен психологиялық-педагогикалық қолдау көрсету қарастырылған.

Түйінді сөздер: тұлғалық даму, инклюзивті білім беру, диагностика, психологиялық-педагогикалық қолдау, білім беру.

The modern education system of Uzbekistan has some contradictions, one of which is the inconsistency of the theoretical course with real practice: the division of children into healthy and children with disabilities, who are isolated from each other and deprived of the opportunity for full communication. The deterioration of the physical and psychological health of the younger generation leads to an increase in the number of children requiring a special upbringing and educational approach. The number of such children in Uzbekistan today is more than two million - 8% of the child population [1].

The system that satisfies the needs of all pupils is inclusive education, aimed at the implementation of such a methodological program that considers each child as an individual with his own needs and opportunities. As a result of inclusive education, there are changes in the educational work of teachers, in their personal and professional qualities [2].

Modern higher pedagogical education does not contain programs to prepare future teachers for the organization and implementation of inclusive education. However, legal documents state that systematic training and advanced training of teaching staff is necessary.

The question arises: what should be a teacher to implement approaches to the education of children with disabilities healthy?

Sabelnikova S.I. identifies the following necessary psychological and pedagogical skills: [3]:

- representation and understanding of what inclusive education is, how it differs from traditional forms of education;
- knowledge of the psychological patterns and characteristics of the age and personal development of children in an inclusive educational environment;
- knowledge of the methods of psychological and didactic design of the educational process;
- the ability to implement various methods of pedagogical interaction between all subjects of the educational environment (with students individually and in a group, with parents, fellow teachers, specialists, management).

That is why the implementation of inclusive education requires a communicative approach (M. Weber) and the development of intersubjective interaction. This approach considers the subjects of society as factors that form the conditions for the development of an inclusive consciousness. With the successful functioning of the approach, a system of social partnership arises.

Social partnership is a joint, socially significant activity, a mechanism for solving the problems of the personality of a child with disabilities in the process of inclusive education through close interaction between specialists of various profiles and representatives of various social institutions [4].

In the system of preschool education, much attention is paid to psychological and pedagogical support, since it is necessary to provide early comprehensive psychological, medical and pedagogical assistance to children with difficulties in social adaptation and development.

Let us consider the phased comprehensive support for children on the example of “Soglom bola”, the organization of special preschool education, the Comprehensive Center for Social Services in the city of Kokand, Fergana region.

1. The first stage is organizational: the interaction of a kindergarten teacher and a psychologist of the Comprehensive Center for Social Services in the city of Kokand, Ferghana Region (hereinafter referred to as the Center). At this stage, in the process of diagnosis and observation method, children of the "risk group" who have developmental problems are identified. For the psychological and pedagogical support of such a child, the consent of the parents is necessary, therefore, a preliminary conversation is held with the parents.

2. Diagnostics, in which the type of deviations of the child is revealed, the degree of his intellectual and psychological development is established.

3. The consultative stage involves the interaction of the Center and the educator with the parents of the child. Here are considered ways to solve the problems found, the disadvantages and advantages of alternatives.

4. After the adoption of methods for solving the problem of development, an activity stage follows, which is aimed at the active work of all subjects of complex support to fulfill the recommendations of the psychologist of the Center.

5. The final stage - analytical - provides for the analysis of the results of the activities of the support subjects. At this stage, a representative of the Center collects feedback on the work done from the teacher and parents of the child, and also draws up a recommendation sheet for further work with the child.

In our preschool institution, an additional educational program for early speech development "Govorusha" has been developed and is being successfully implemented, the main goal of which is the development of all aspects of oral speech, the formation of communication skills in accordance with individual capabilities, the prevention and overcoming of difficulties in the speech development of children.

In accordance with the goal, more specific tasks of the program are being implemented:

1. Development of understanding of the speech of others.
2. Stimulation of the need for verbal statements.
3. Formation of lexical and grammatical means of speech and dialogic form of communication.
4. Development of the phonetic-phonemic aspect of speech.
5. The formation of speech in conjunction with the development of sensations, perception, attention, memory, thinking, imagination and emotional-volitional sphere of children.
6. Development of the motor sphere.

Working with young children, including those with healthy disabilities, requires a special approach. A speech therapist should have a good idea of the psychological characteristics of young children: features of the development of perception, attention and memory, speech, thinking, activity, etc. These characteristics determine the originality of speech therapy classes with young children:

1. A child learns the world with the help of an adult by imitation. Classes with kids should be based on imitation of an adult, his movements, actions and words, and not on explanation, conversation, suggestion.

2. For a new skill to become fixed, repetition is necessary. Toddlers love to repeat the same action, movement, word over and over again. This is a learning mechanism: a skill needs a lot of repetition to become established, and the more difficult the skill, the more time and number of repetitions will be required.

3. The content of the material should correspond to children's experience.

4. The level of complexity of the material must be appropriate for the age. It should be remembered that if a child faces an impossible task for him, he will certainly find himself in a situation of failure. The kid will try to complete the task, but he will not succeed, and he will quickly lose interest. Thus, the material should be accessible to a small child, the complication of the same task should occur gradually.

5. It is necessary to control the duration of the lesson. It should be borne in mind that the attention of young children is involuntary and short-lived.

6. It is important to change activities. It is necessary that outdoor games are combined with calm ones. Each lesson should include several different-planned games that replace one another.

The content of the "Govorusha" program takes into account these characteristics of young children and is implemented in subgroup classes, which are conducted by a speech therapist teacher 2 times a week for 1 academic year.

The lesson, the duration of which, according to the norms, is 10-15 minutes, is built according to a certain algorithm and includes:

1. Self-massage of the face, palms.

Kids like to use various attributes for self-massage: su-jok balls and rings, walnuts, pencils with edges, toothbrushes. A su-jok ring is not easy for a small child to put on his finger. In this case, it is not the massage effect that comes first, but the possibility of developing small muscles of the fingers. For children with gross motor disorders massage is carried out by the speech therapist himself.

2. Finger gymnastics

In non-speaking children of this age, fine motor skills are often impaired. Therefore, the complexity of finger gymnastics is determined by the capabilities of each child. Children who have insufficiently formed imitation or simply do not succeed in this or that exercise receive individual assistance in the form of passive exercise, when the teacher himself acts with the child's fingers, folding, and, if necessary, holding this or that finger pose.

3. Mimic and articulatory gymnastics

At the initial stage of work, the imitation of children is still not sufficiently formed, so not all kids imitate the actions of the teacher. Patience and emotional stimulation of each child lead to the fact that gradually all children are included in the performance of gymnastics. Of course, not all articulation exercises are available to young children. Gymnastics includes exercises for the lips ("Frogs", "Elephants", "Fish", "Stop the Horse"), for the cheeks ("Ball"), simple exercises for the tongue ("Snake", "Pancake", "Let's massage the tongue", "Watch", imitation of the sounds and actions of bird animals - "Show how a kitten laps milk", "How a dog gnaws a bone", "How a turkey mumbles", "How a woodpecker knocks on a tree", etc.).

4. Development of a directed oral exhalation

To date, you can find many benefits for inflating. When working with young children, preference should be given to durable, easy-to-clean toys. .

5. The development of children's auditory attention is a very important section of speech therapy work with children of any age. Developed auditory attention is a necessary condition for the accumulation of a dictionary by the child, for the assimilation of grammatical norms, phonetics of the native language.

So, the results of mastering the program are individual. Nevertheless, each baby to one degree or another has general positive changes:

- the state of articulatory, fine, general motor skills improves;
- the level of auditory attention and understanding of speech increases;
- the volume and quality of the lexical composition of the language increases;
- children show interest in poems, songs, fairy tales, looking at pictures, tend to move to the music;
- kids initiate communication with adults, actively imitate them in movements and actions.

In addition to developing, classes also solve diagnostic, propaedeutic tasks. So, as a result of the implementation of the program, the specialist has the opportunity to clarify the proposed speech therapy conclusion, to identify the individual difficulties of each child. Classes under the program "Govorusha" prepare children with severe underdevelopment of speech for further individual work with a speech therapist teacher.

In my opinion, the Govorusha program is one of the means of solving the problem of providing early correctional assistance based on special psychological and pedagogical approaches and the most suitable methods and conditions for children.

Solving the problems of preparing teachers to work with children with special educational needs, developing social partnership, it is possible to raise the level of inclusive education and actively introduce it in the country. So, to educate a reasonable and strong younger generation.

In conclusion, I would like to note that the development of approaches, principles and methods of the inclusive education system is relevant and significant in the conditions of Uzbekistan. The development of an inclusive education system greatly contributes to the comprehensive development of the society.

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РАЗНООБРАЗИЕ ПРИМЕНЕНИЯ ТЕОРЕТИЧЕСКОГО НАСЛЕДИЯ ТРУДОВ Л.С. ВYGOTСКОГО В ПРАКТИКЕ РАБОТЫ ПМПК

Аннотация

В данной статье, мы описали основные постулаты в трудах Л.С. Выготского, которые широко используются на наш взгляд, в работе ПМПК. Целью данного исследования, является потребность в подкреплении деятельности ПМПК базовыми теоретическими основами выдающегося ученого, признанного авторитета, как в специальной психологии, педагогике, так и в других специальных науках и помогающих профессиях. Главным образом, связанных с воспитанием и обучением детей с особыми воспитательными и образовательными потребностями. Ключевыми понятиями на наш взгляд, являются «возрастная периодизация», «зона ближайшего развития», «связь интеллекта и эмоций».

Ключевые слова: Возраст, период, зона ближайшего развития, интеллект, эмоции

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Аңдатпа

Бұл мақалада біз Л. С. Выготскийдің еңбектеріндегі негізгі постулаттарды сипаттадық, олар біздің ойымызша, ПМПК жұмысында кеңінен қолданылады. Бұл зерттеудің мақсаты -