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# Methodology of Studying the Preparation of Future Defectologists for Inclusive Education in the Educational Cluster

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*Yunusova Xusnora*

*Teacher of special pedagogy department of Chirchik State Pedagogical Institute of Tashkent region*

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**Annotation:** This article discusses the methodology of studying the preparation of future defectologists for inclusive education in the educational cluster.

**Keywords:** defectologist, component, child with disabilities, education, inclusive education, inclusive class, criteria, activator, mobile, sedative.

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The preparation of future defectologists for the process of inclusive education is defined in the pedagogical situation as specific professional tasks (in terms of training, education and development opportunities) as advanced methods and experience of pedagogical activity.

The student's interest in learning is multifaceted and manifests itself in a variety of ways in the educational process: the multiplicity and curiosity of the student's actions, including some of the student's learning activities in general. These include the motives for the learning process, the specific characteristics of the student's personality and the decision of his direction. It is important for the student to be naturally active from an early age, to focus on a particular mental interest.

Modern pedagogy is a collaborative pedagogy based on the humanization and democratization of educational relations in the educational institution. It is important to increase the activity of students, to see them as participants in the pedagogical process, and to turn the teacher into his kind teacher. As noted in the Law of the Republic of Uzbekistan "On Education", the democratization and humanization of the educational process is one of the main principles of organizing the education system of the country.

As a psychological and pedagogical phenomenon, professional competencies are the subject of many scientific studies. Accordingly, different views, beliefs, approaches, motives, personal qualities and attributes, knowledge, skills, abilities, certain rules of conduct; response; scope of social relations; attitude to pedagogical activity; attitude to professional activity; level of professional qualities; scope of attitude to a particular behavior; traits such as professional self-development, self-assessment, and self-awareness appear to be important factors in the development of professional competencies.

In the process of forming the consolidated competencies that define vocational training, readiness for an inclusive education process is manifested in the ability to use one's knowledge, skills, experience or personal qualities to succeed in a particular social and vocational field. This makes it necessary to determine their functional-semantic relationship as a phenomenon through the situation.

Inclusive education is based on preparing teachers for professional activities by understanding the nature of the content, the relationship between learning outcomes and the

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sum of competencies. The ability to use one's potential, ie knowledge, skills, experience and personal qualities (competencies) in order to succeed in a particular social or professional field, is the result of the formation of skills that indicate the level of preparation for the pedagogical profession.

It should be borne in mind that the readiness of future educators for the process of inclusive education can be justified as a basic social relationship, which is formed in the pedagogical field, which is regulated by a whole complex system of social relations.

Integrative, career-oriented, adaptive, gnostic, and self-regulatory functions are used to determine the functional content of the preparation of future teachers for the inclusive education process.

The gnostic function of a future teacher's readiness for an inclusive learning process is the ability to use knowledge in an inclusive learning environment; the future teacher has the necessary set of general cultural and general professional competencies; The desire for self-improvement is manifested through self-knowledge, self-control, self-assessment, self-regulation and self-improvement.

Designing the educational process through the function of assessing the readiness of future teachers for the process of inclusive education, the ability to anticipate learning outcomes, assess the existing pedagogical conditions of the inclusive educational environment, the role of professional pedagogical action identifying grievances, anticipating motivational, conative, mental actions, and achieving results.

In the process of preparing future speech pathologists for inclusive education, it is necessary to study the components of the education cluster and the scope of their interaction. Based on this, it is necessary to develop criteria for preparing for inclusive education by components.

Criteria for preparing students for inclusive education have been developed for the components of the education cluster. Areas of preparation of future defectologists for inclusive education are divided into:

1. Cognitive preparation
2. Physiological preparation
3. Psychological preparation
4. Methodical preparation
5. Integrative preparation

The cognitive training component includes the cognitive competence of the inclusive training of future speech pathologists, which is based on the knowledge system required to study and practice the inclusive education system.

The cognitive preparation component serves to assess students' level of knowledge, skills, and competencies related to inclusive education. Tests and questionnaires have been prepared for this purpose. The tests are designed in accordance with the content of inclusive education, the legal framework, the specific characteristics of children with disabilities.

The physiological preparation component was conducted to check the level of development of students in the child's body and the level of knowledge of the norms. Special pedagogy is a field of medicine. With this in mind, when working with children with disabilities, children's limited access to communication and changes in their physiological state do not manifest themselves externally. There are categories of children with disabilities who may not be able to verbally describe changes in their body (signs, pain, symptoms, etc.) and may not be able

to express them properly. However, over time, symptoms can develop into a disease. To prevent this, our students must be able to meet the requirements of the physiological training component.

On the component of psychological training, a methodology was developed to test students' knowledge of psychological norms about personal development. The students were given 2 sets of assignments.

1. How much do you know about the psychological features of personality development? Marking was required through 10 tests.
2. Psychological case studies were prepared to determine the level of readiness to work with children with developmental disabilities. The psychological condition was assessed on the basis of 5 cases.

The methodical preparation component was conducted to test the student's ability to choose activating, moving, and calming techniques. The component of methodical preparation is an important aspect of preparing students for professional activity. Because it is clear that there are various emergencies in the educational environment in which children with disabilities are involved. Consequently, the developmental stages of children with disabilities are unstable. They are prone to seasonal changes, which inevitably affect the educational process. Or, conversely, there are some children with disabilities who are very slow in the learning process, only having to participate in the role of listener or observer for a long time.

In these cases, it is necessary to use activating techniques for children with disabilities. We can cite 2 reasons for this process: firstly, these children feel complex in themselves, secondly, the slow movement of a child with disabilities due to the activity of the students around him (I say, if I go out), slow analysis of a situation, thinking, until they show their response, their activity prevents the disabled child from expressing himself. That is why our students need to know activating techniques.

Based on the task of developing a cooperation plan for the integrative component. Accordingly, the content of the joint work was to be determined on the basis of the given table. Through this methodology, the content of the work on the impact of the school organization, family and community on the development of the child and the organization of interaction is selected.

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