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CONCEPT OF DEVELOPMENT OF INCLUSIVE TRAINING OF FUTURE EDUCATORS

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Abstract. The article describes the essence of the concept of inclusive education, the purpose of the concept the leading ideas, principles and Basic Rules of the methodological system for the development of inclusive training of future educators in higher educational institutions, the sources of the concept scientific theoretical facts, theoretical and methodological rules, a set of theories revealed in scientific work and presented in.

Key words: inclusive education, integrative, concept, concept basis, theoretical part, practical part, digitization of inclusive education, state requirements, qualification requirements, science programs, methodological component, meaningful component.

Introduction

In our republic, legal norms have been developed for the organization of inclusive education based on the social needs and personal interests of learners, ensuring a strong integration of science, education and production. Important tasks have been identified, such as “strengthening the material and technical base of educational institutions in order to organize inclusive education for children with special educational needs, adapting curricula, increasing the capacity for health-improving quality educational services, and training highly qualified personnel suitable for this process”[1]. To implement this task, a lot of work is being carried out in the Republic of Uzbekistan to ensure the rights and freedoms of people with developmental disabilities, equal opportunities, eliminate restrictions and boundaries in life activities, develop a modern approach to the organization and management of education, improve its quality and efficiency, and ensure the continuity and continuity of education for different segments of the population in society.

Severe, abrupt changes observed in the physical or mental development of children with disabilities have a negative impact on the formation of the child's personality. Therefore, special conditions should be created for the upbringing and education of such children, that is, they should be educated and raised in specialized preschool institutions and schools or among their normally developed peers, along with everyone else and, if necessary, on the basis of special programs and textbooks, they need special assistance.

Any defect observed in a child with disabilities may be associated with organic or functional changes in the central or peripheral nervous system. Various deficiencies in the development of a child can also arise as a result of an unfavorable environment, improper upbringing, education. For example, unfavorable family conditions, pedagogical neglect, the teacher's incorrect attitude towards the child and many other reasons negatively affect the child's development, causing him to not be able to master the program materials well, and to be included in the group of backward students. However, we do not include such a child in the category of children with disabilities, since the shortcomings in his development are not due to any organic or functional pathological changes in the body, but are due to other reasons.

Parents, educators and teachers should be able to distinguish such children from children with disabilities. According to the causes of their occurrence, any developmental defect can be congenital or acquired during life.

Congenital defects largely depend on the health and living conditions of the expectant mother. Infection, intoxication, injury and other factors can affect the development of the fetus in the womb. A mother's suffering from various diseases during pregnancy and the unknowing use of various medications can cause the child to be born with defects.

Birth defects can also be caused by genetic factors. For example, hearing and visual analyzer dysfunction, mental retardation can be passed from generation to generation (phenylketonuria, Down syndrome, Rh factor incompatibility, etc.). Alcoholism, drug addiction, and toxic addiction of parents can also lead to the birth of a child with a defect. Acquired defects in life arise as a result of harmful factors affecting the child's body during birth and in the subsequent periods. Brain damage during childbirth, asphyxia of the child, etc., can sometimes lead to its defective development.

The fact that a child suffers from various diseases in his early childhood (up to three years), for example, meningitis, meningoencephalitis, otitis, damage to the central nervous system, and other similar ailments can also lead to defective development.

In our country, many measures are being taken to prevent defects in the physical or mental development of children, and considerable progress has been made in this area. Due to the expansion of treatment and prevention of the population in Uzbekistan and great achievements in the field of medicine, the number of children with disabilities has relatively decreased. There are cases of children becoming disabled due to smallpox, plague, typhus, cholera, trachoma, measles and other infectious diseases characteristic of children. There are still cases of children becoming disabled due to hereditary factors, intoxication and other causes that lead to damage to the brain and analyzers during the formation of the organism.

Children with a mental retardation. Among the students who are not yet ready for school, there are also children with a mental retardation. Their cognitive activity - intelligence, logical thinking, perception, memory, voluntary attention, working capacity and other qualities - is slowed down primarily as a result of diseases of the central nervous system. In such children, deficiencies in the sphere of emotions and will are considered primary, and mental retardation is a secondary phenomenon.

Children with a mental retardation are mainly divided into two groups in terms of their mental level:

- children with mild disabilities - these can continue their education in the appropriate class of a public school after receiving 1-3 years of education in special conditions;

- children who are significantly behind in mental development - they must be educated in special conditions until they graduate from school. Such children cannot master the school program on the same basis as their healthy peers. The education of children with mental retardation in a public school along with everyone else also has a negative impact on the educational process, that is, it drags down the level of the average student, prevents the adequate development of students who are good and excellent learners. Due to the inability to properly master the program materials, children with mental retardation constantly fail, which often leads to the appearance of various negative traits in their behavior.

The following are signs characterizing the constitutional form of mental retardation: the child's physique looks 1-2 years younger than that of healthy peers. He behaves like a kindergartener and

is not yet "ripe" for education. Such a child does not enter into educational activities well, because he has no interest in studying, his working capacity is low.

Conclusion

Due to irresponsibility, weak motives, and poorly developed abilities for analysis and synthesis of mental processes, the child learns reading, writing, and mathematics with great difficulty. Frequent fatigue during classes, headaches, and a constitutional form of this type of child lead to a further decrease in working capacity and activity. This developmental deficiency can be caused by a violation of the thyroid gland during the child's pregnancy, cardiovascular diseases.

As a result of frequent illness with various chronic diseases at an early age, the child may not grow well, which in turn leads to a lag in mental development, a delay, this is called a somatic form of underdevelopment. Cowardice, capriciousness, masculinity, low interest, etc. are observed.

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