

## IMPROVING PEDAGOGICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF INCLUSIVE EDUCATION

*Abdullayeva Xalima Agzamovna*

*Senior lecturer, Tashkent University of financial Sciences  
abdullayevahalima66@gmail.com*

**Abstract:** This article analyzes the processes of formation of pedagogical training of primary school teachers for work in the conditions of inclusive education.

**Keywords:** future teacher, inclusive education, pedagogical training, primary class, competencies, children with special needs, goal.

The development of inclusive education in the education system of the XXI century has become one of the most important directions. This process requires, in particular, to take the pedagogical training of primary school teachers to a new level. The main goal of inclusive education is to provide equal opportunities for all students, including children with special needs. This article examines the theoretical and practical aspects of preparing elementary school teachers to work in an inclusive environment.

Inclusive education is an educational process that is organized taking into account the capabilities of students, individual-psychological, physical impairment and features of assimilation

Inclusive education means training students with limited physical and psychic capabilities in conjunction with healthy learners. Inclusive education is carried out based on a number of important principles. Including,

- the principle that human value does not depend on its merits and achievements;
- the principle that each individual has the capacity to feel and think;
- the principle that each person has the right to communicate and listen;
- the principle of each individual's need for each other;
- the principle of a person-oriented educational process on the basis of specific cooperation;
- the principle that each student does not need the support and friendly relations of his peers;
- such as the principle of the need to ensure the development of all aspects of the life of a diverse student.

The purpose of inclusive education is to create an unobstructed adapted educational environment for students with special educational needs, involving special educators in the school through the use of special tools and techniques, ensuring quality education that serves their effective adaptation to society and full - fledged harmonization.

The functions of inclusive education include:

- to create a single adapted social environment for students with different developmental opportunities that excludes any discrimination, ensuring that all children are treated equally;
- formation of a tolerant attitude towards the problems of the public and students with special educational needs in all participants in the educational process;
- to develop the mental and social potential of children with special educational needs, along with healthy children in the educational process; to provide opportunities for all students to master preschool, general secondary, vocational and higher education programs in accordance with state educational standards;

- create conditions for the comprehensive development of students, the emotional-volitional sphere, activation of cognitive activity, the formation of social skills and potential;
- to provide counseling assistance to families raising children with special educational needs and to raise awareness of parents in the field of education and education of their children, the application of pedagogical technologies, educational methods and tools, to support them psychologically.

In the process of inclusive education, students with a special educational need are taught together with healthy children in the same school, in the classroom. Children with disabilities will need special support from the days when they step into school. Such support is necessary throughout their entire lives. Therefore, starting from the first links of school education, it is required to create favorable conditions for the social development of such students.

The following methods were used during the study:

1. Theoretical analysis: study of scientific literature and documents on inclusive education.
2. Survey and Interview: Assessment of the level of readiness of primary school teachers for Inclusive Education.
3. Pedagogical experiment: testing the effectiveness of special preparatory programs.
4. Statistical analysis: systematization and generalization of the collected data.

The results of the study showed that the readiness of primary school teachers for Inclusive Education largely depends on their special knowledge and practical skills. It was found that among the study participants there were teachers who did not have sufficient knowledge of the principles and methodology of inclusive education. The preparatory processes conducted on the basis of special programs served to improve the theoretical and practical skills of teachers. In addition, increasing the level of empathy and social responsibility among teachers was also noted as an important factor.

Conclusion: to increase the readiness of Primary School teachers to work in an inclusive education setting:

- Organization of special training and seminars on inclusive education;
- Creation of methodological manuals for teachers;
- It is necessary to develop skills through practical exercises. The results of the study show that well-trained teachers help to successfully implement inclusive education.

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