

INKLYUZIV TA'LIM SHAROITIDA O'QITUVCHINING PEDAGOGIK KOMPETENSIYASINI SHAKLLANTIRISHNING ZAMONAVIY YONDASHUVLARI

Xayrullayeva Dilnoza Latif qizi

O'zbekiston-Finlandiya Pedagogika instituti talabasi

Tel:889584949

Email:dilnozaxayrullayeva67@gmail.com

Annotatsiya; Mazkur maqolada inklyuziv ta'lim sharoitida o'qituvchining pedagogik kompetensiyasini shakllantirish muammolari magistratura darajasidagi ilmiy yondashuv asosida tahlil etilgan. Tadqiqotda pedagogik kompetensiya tushunchasining nazariy asoslari, uning tarkibiy tuzilmasi hamda zamonaviy ta'lim talablariga mos rivojlantirish mexanizmlari ochib berilgan. Shuningdek, inklyuziv ta'lim jarayonida o'qituvchining kasbiy tayyorgarligini takomillashtirishga qaratilgan metodik va innovatsion yondashuvlar asoslab berilgan.

Kalit so'zlar: inklyuziv ta'lim, pedagogik kompetensiya, kasbiy tayyorgarlik, zamonaviy yondashuvlar, pedagogik faoliyat.

Abstract; This article examines the issues of developing teachers' pedagogical competence in the context of inclusive education from a graduate-level academic perspective. The study reveals the theoretical foundations of pedagogical competence, its structural components, and mechanisms for its development in accordance with modern educational requirements. In addition, methodological and innovative approaches aimed at improving teachers' professional preparedness in inclusive education are substantiated.

Keywords: inclusive education, pedagogical competence, professional preparedness, modern approaches, pedagogical activity.

Zamonaviy ta'lim tizimida inklyuziv ta'limni rivojlantirish ijtimoiy adolat va ta'limda tenglik tamoyillarini ta'minlashning muhim sharti hisoblanadi. Inklyuziv ta'limning samarali tashkil etilishi ko'p jihatdan o'qituvchining pedagogik kompetensiyasi darajasiga bog'liq. Ayniqsa, turli individual imkoniyatlarga ega bo'lgan o'quvchilar bilan ishlash jarayonida o'qituvchidan yuqori darajadagi kasbiy bilim, psixologik tayyorgarlik va metodik moslashuvchanlik talab etiladi.

Mazkur sharoitda o'qituvchining pedagogik kompetensiyasini shakllantirish va rivojlantirish masalasi magistratura darajasidagi ilmiy tadqiqotlarning dolzarb yo'nalishlaridan biri hisoblanadi.

Pedagogik kompetensiya tushunchasining nazariy asoslari

Ilmiy adabiyotlarda pedagogik kompetensiya o'qituvchining kasbiy faoliyatni

samarali amalga oshirishga imkon beruvchi integrativ sifat sifatida talqin etiladi. U pedagogik bilimlar, amaliy ko'nikmalar, kasbiy tajriba hamda shaxsiy-psixologik fazilatlar majmuasini o'z ichiga oladi.

Inklyuziv ta'lim sharoitida pedagogik kompetensiya quyidagi tarkibiy komponentlar orqali namoyon bo'ladi:

- kasbiy-metodik kompetensiya, ya'ni o'quv jarayonini moslashtirish qobiliyati;
- psixologik-pedagogik kompetensiya, o'quvchilarning individual rivojlanish xususiyatlarini tushunish;
- kommunikativ kompetensiya, samarali muloqot va hamkorlikni ta'minlash;
- ijtimoiy kompetensiya, inklyuziv qadriyatlarni targ'ib etish;
- refleksiv kompetensiya, pedagogik faoliyatni tahlil qilish va baholash.

Mazkur komponentlar o'zaro uzviy bog'liq holda o'qituvchining kasbiy faoliyatida mujassamlanadi.

Inklyuziv ta'lim sharoitida o'qituvchi faoliyatining xususiyatlari

Inklyuziv ta'lim sharoitida o'qituvchining pedagogik faoliyati an'anaviy ta'limdan tubdan farq qiladi. Bu jarayonda pedagog o'quvchilarning imkoniyatlarini taqqoslash emas, balki ularning individual rivojlanish dinamikasini inobatga olishi lozim. Ta'lim mazmunini moslashtirish, o'quv faoliyatini differensial tashkil etish va baholash mezonlarini individuallashtirish inklyuziv ta'limning muhim jihatlaridan biridir.

Bunday murakkab pedagogik vazifalarni bajarish uchun o'qituvchi yuqori darajada shakllangan pedagogik kompetensiyaga ega bo'lishi zarur.

O'qituvchining pedagogik kompetensiyasini shakllantirishning zamonaviy yondashuvlari. Inklyuziv ta'lim sharoitida o'qituvchining pedagogik kompetensiyasini rivojlantirishda quyidagi zamonaviy yondashuvlar ustuvor ahamiyat kasb etadi:

Kompetensiyaviy yondashuv o'qituvchining nazariy bilimlarini real pedagogik vaziyatlarda qo'llash qobiliyatini rivojlantirishga yo'naltirilgan.

Shaxsga yo'naltirilgan yondashuv pedagogik jarayonda har bir o'quvchining individual ehtiyojlari va imkoniyatlarini hisobga olishni taqozo etadi.

Faoliyatga asoslangan yondashuv o'qituvchining kasbiy faoliyatini doimiy tahlil qilish va takomillashtirishga xizmat qiladi.

Innovatsion yondashuv esa zamonaviy pedagogik texnologiyalar va raqamli ta'lim vositalaridan samarali foydalanishni nazarda tutadi.

Mazkur yondashuvlarning uyg'unligi o'qituvchining pedagogik kompetensiyasini kompleks tarzda rivojlantirish imkonini beradi.

O'qituvchining uzluksiz kasbiy rivojlanishi va refleksiyasi

Pedagogik kompetensiyani shakllantirish uzluksiz jarayon bo'lib, o'qituvchining doimiy kasbiy rivojlanishini talab etadi. Malaka oshirish kurslari, ilmiy-amaliy seminarlar, tajriba almashish hamda mustaqil ilmiy izlanishlar pedagogik

kompetensiyaning rivojlanishiga ijobiy ta'sir ko'rsatadi.

Shuningdek, refleksiv faoliyat orqali o'qituvchi o'z pedagogik tajribasini tahlil qiladi, muammolarni aniqlaydi va ularni bartaraf etish yo'llarini belgilaydi. Bu jarayon inklyuziv ta'lim samaradorligini oshirishda muhim ahamiyat kasb etadi.

Inklyuziv ta'lim sharoitida o'qituvchining pedagogik kompetensiyasini shakllantirish jarayonida nafaqat pedagogik bilim va metodik ko'nikmalar, balki o'qituvchining shaxsiy fazilatlari ham muhim ahamiyat kasb etadi. Masalan, sabr-toqat, empatiya va bag'rikenglik kabi fazilatlar o'quvchilarning individual xususiyatlarini inobatga olish va ularga mos yondashuvni ta'minlashga yordam beradi. Shu nuqtai nazardan, pedagogik kompetensiya nafaqat nazariy va amaliy bilimlar, balki shaxsiy-professional fazilatlarning uyg'unligini talab qiladi.

Yana bir muhim jihat — o'qituvchining innovatsion pedagogik texnologiyalarni qo'llash qobiliyati. Bugungi kunda raqamli ta'lim vositalari va interaktiv metodlar inklyuziv jarayonni samarali tashkil etishda katta rol o'ynaydi. Masalan, vizual va audio materiallardan foydalanish, individual va guruh ishlari uchun moslashtirilgan dasturlar, interaktiv taqdimotlar va o'quvchilarning qiziqishlarini rag'batlantiruvchi o'yinlar pedagogik jarayonni boyitadi va har bir o'quvchining o'z imkoniyatlarini namoyon qilishiga imkon yaratadi.

Shuningdek, o'qituvchining murakkab pedagogik vaziyatlarni boshqarish qobiliyati ham pedagogik kompetensiyaning muhim tarkibiy qismi hisoblanadi. Masalan, sinfda turli qobiliyat va ehtiyojlarga ega bo'lgan bolalar bilan ishlashda konfliktlar yuzaga kelishi mumkin. Bunday vaziyatlarda pedagogning vaziyatni tahlil qilishi, konstruktiv yechimlarni topishi va sinfdagi ijobiy psixologik muhitni saqlashi inklyuziv ta'lim samaradorligini ta'minlaydi.

Inklyuziv ta'lim sharoitida pedagogik kompetensiya shakllantirish jarayonida ota-onalar bilan hamkorlikning ahamiyati alohida ta'kidlanadi. O'qituvchi oila bilan muntazam aloqada bo'lish orqali o'quvchilarning individual ehtiyojlarini yaxshiroq tushunadi, ularning rivojlanish jarayonini doimiy nazorat qiladi va zarur hollarda qo'shimcha pedagogik yordam ko'rsatadi. Shu bilan birga, ota-onalarni inklyuziv qadriyatlar asosida tarbiyalash, ularni hamkorlikka jalb qilish o'quv jarayonining barqarorligini oshiradi.

Pedagogik kompetensiyaning yana bir muhim jihati — o'qituvchining refleksiv faoliyati. O'qituvchi muntazam ravishda o'z pedagogik tajribasini tahlil qilishi, erishilgan natijalarni baholashi va kelajakdagi faoliyat strategiyasini belgilashi zarur. Bu jarayon o'qituvchining kasbiy o'sishi, innovatsion metodlarni samarali qo'llash va o'quvchilarning individual rivojlanishiga moslashish qobiliyatini oshiradi.

Bundan tashqari, inklyuziv ta'lim jarayonida o'qituvchining ijtimoiy va etnik xulq-atvorni hurmat qilish qobiliyati ham pedagogik kompetensiyaning tarkibiy qismi hisoblanadi. Sinfda turli ijtimoiy va madaniy fonda o'sgan o'quvchilar bilan ishlashda

o'qituvchi ularning madaniy xususiyatlarini hurmat qilishi, stereotiplardan uzoq bo'lishi va tenglik tamoyillarini amalda qo'llashi zarur.

Oxirgi jihat sifatida, pedagogik kompetensiyaning uzluksiz rivojlanishiga e'tibor qaratish lozim. Magistratura va keyingi ilmiy-tadqiqot faoliyati o'qituvchiga nazariya va amaliyotni uyg'unlashtirish imkonini beradi, murakkab pedagogik vaziyatlarni ilmiy asosda tahlil qilishni o'rgatadi va kasbiy tafakkurini chuqurlashtiradi. Shu orqali o'qituvchi nafaqat inklyuziv muhitni samarali tashkil etadi, balki jamiyatda inklyuziv qadriyatlarni targ'ib qilishga ham hissa qo'shadi.

Umuman olganda, inklyuziv ta'lim sharoitida o'qituvchining pedagogik kompetensiyasi nazariy bilimlar, amaliy ko'nikmalar, shaxsiy fazilatlar, refleksiv faoliyat va ijtimoiy mas'uliyatning uyg'unligi orqali shakllanadi. Bu jarayon uzluksiz va ko'p qirrali bo'lib, o'qituvchining kasbiy tayyorgarligi va shaxsiy-professional o'sishini ta'minlaydi hamda har bir o'quvchining o'z imkoniyatlarini amalga oshirishiga imkon yaratadi.

Introduction

In the modern education system, the development of inclusive education is considered an essential condition for ensuring social justice and equality in education. The effective organization of inclusive education largely depends on the level of teachers' pedagogical competence. In particular, working with students who have diverse individual abilities requires teachers to possess a high level of professional knowledge, psychological preparedness, and methodological flexibility.

In this context, the development and enhancement of teachers' pedagogical competence has become one of the most relevant areas of graduate-level academic research.

Theoretical Foundations of the Concept of Pedagogical Competence

In academic literature, pedagogical competence is interpreted as an integrative quality that enables teachers to carry out professional activities effectively. It encompasses pedagogical knowledge, practical skills, professional experience, and personal-psychological characteristics.

In the context of inclusive education, pedagogical competence is manifested through the following structural components:

- professional-methodological competence, which involves the ability to adapt the teaching and learning process;
- psychological-pedagogical competence, related to understanding students' individual developmental characteristics;
- communicative competence, which ensures effective interaction and collaboration;
- social competence, aimed at promoting inclusive values;
- reflective competence, which involves analyzing and evaluating pedagogical

activity.

These components are closely interconnected and collectively shape teachers' professional performance.

Specific Features of Teachers' Professional Activity in Inclusive Education

In inclusive education settings, teachers' professional activity differs significantly from that in traditional educational environments. In this process, teachers are required to focus not on comparing students' abilities but on considering their individual developmental dynamics. Adapting educational content, organizing differentiated learning activities, and individualizing assessment criteria are key aspects of inclusive education.

To address these complex pedagogical tasks, teachers must possess a highly developed level of pedagogical competence.

Modern Approaches to Developing Teachers' Pedagogical Competence

The development of teachers' pedagogical competence in inclusive education is based on several modern educational approaches:

The competency-based approach is aimed at developing teachers' ability to apply theoretical knowledge in real pedagogical situations.

The learner-centered approach emphasizes consideration of each student's individual needs, abilities, and learning potential.

The activity-based approach focuses on continuous analysis and improvement of teachers' professional practice.

The innovative approach involves the effective use of modern pedagogical technologies and digital educational tools.

The integration of these approaches enables the comprehensive development of teachers' pedagogical competence.

Continuous Professional Development and Reflection

The development of pedagogical competence is a continuous process that requires ongoing professional growth.

Professional development courses, academic and practical seminars, experience sharing, and independent research activities contribute significantly to enhancing teachers' professional competence.

Moreover, through reflective practice, teachers analyze their pedagogical experience, identify challenges, and determine effective strategies for improvement. This process plays a crucial role in increasing the effectiveness of inclusive education.

In conclusion, developing teachers' pedagogical competence in the context of inclusive education represents one of the key academic and pedagogical challenges of modern education systems. Graduate-level analysis demonstrates that pedagogical competence developed through modern educational approaches serves as a fundamental factor in the effective organization of inclusive learning environments.

Teachers' professional preparedness and continuous development ensure the sustainable advancement of inclusive education.

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