



METHODOLOGICAL CLUSTER AS AN EFFECTIVE FACTOR OF ART TECHNOLOGY IN THE DEVELOPMENT OF INCLUSIVE EDUCATION

Feruzakhon Usmanovna Kodirova

Doctor of Pedagogical Sciences, Assistant Professor of
Chirchik State Pedagogical Institute, Chirchik city, Republic of Uzbekistan

Ismigul Qodirovna Sayfullaeva

Chirchik State Pedagogical Institute, Chirchik city, Republic of Uzbekistan

Abstract

The purpose of the research presented in the article were studied the possibility of a methodological cluster in the process of training teachers for inclusive education. The analysis allows us to state that the formation of methodological skills of teachers will be more successful if special socio-psychological and organizational-methodological conditions are created in an inclusive educational space.

Keywords: inclusive education, methodological cluster, condition, formation, teacher, disabled pupil.

Introduction

Present Uzbekistan is developing intensively in all spheres and on the basis of world trends. One of the current and practical trends in national education policy is the development of inclusive education. Inclusive education implies learning taking into account the individual and special educational needs of children, namely children with disabilities. A national model of inclusive education has been formed in the republic. In order to develop inclusive education in Uzbekistan, improve the education system and upbringing of children with special educational needs, improve the quality of educational services provided to them, on October 13, 2020, a resolution of the President of the Republic “On measures to further improve the education system and upbringing of children with special educational needs was adopted”. This document highlighted a number of legal and organizational tasks that allow the possibility of targeted and purposeful development of inclusive education in the country. The Concept and “Roadmap” for the development of inclusive education in 2020-2025 were approved. Target indicators (indicators) of the development of education of children with special educational needs have been developed until the corresponding period [1].





In the content of the resolution of the head of state, the following tasks are listed, among other things: "... to establish that the Concept is being implemented in two stages with the achievement of, among other things: a) in 2020-2022:

Improving the regulatory framework of the inclusive education system;

Training, retraining and advanced training of qualified teaching staff for the system of inclusive education;

Strengthening the material and technical base and providing institutions in which inclusive education has been introduced, with special devices (lifting devices, ramps, railings and others), the necessary literature, teaching aids, equipment and teaching aids for various professions;

Introduction of modern information and communication technologies and innovative projects in the field of inclusive education;

The formation of a positive social environment among the population by explaining the right of children with special educational needs to acquire knowledge, as well as the essence and content of inclusive education;

Implementation of measures aimed at preventing discrimination and neglect of children with special educational needs;

The introduction of an experimental system of inclusive education in the activities of individual educational institutions;

b) In 2023-2025:

Gradual introduction of the inclusive education system into the activities of other institutions of general secondary education;

Implementation of measures aimed at ensuring the right of every child with special educational needs to receive an inclusive education;

Improving teaching methods in inclusive education and the phased introduction of the principles of individualization in the educational process".

It is intended to create an "Inclusive Education Laboratory", which will perform the following tasks:

-Creation of conditions for inclusive education in general education schools, development of criteria for determining the quality and effectiveness of inclusive education, as well as monitoring their implementation;

-Development and improvement of methodological support of inclusive education (programs, guidelines for managers, teachers, specialists and others);

-Development and improvement of technologies aimed at psychological, pedagogical and social development of all subjects of inclusive education;

-Organization of work on psychological and pedagogical support of students in inclusive conditions;





- Conducting scientific research, studying and applying in practice the best foreign experience of inclusive education;
- Creation and constant updating of a database on general education institutions in which the system of inclusive education has been introduced, as well as students in them;
- Organization and holding of scientific conferences and seminars on the development of inclusive education.

At the initial stage of the concept implementation process, namely, starting from the 2021/2022 academic year, the teaching of children with special educational needs in primary basic classes is carried out on the basis of adapted curricula. According to the results of a number of studies and projects that were carried out in the country from 1996 to the present period, in the process of teaching children with disabilities, adaptive approaches (programs, curricula) and methodological support are required. The question arises whether teachers are ready for the successful application of these programs. Studying the sources and practice on this issue, some problems were identified. The highlighted contradictions, the insufficient theoretical elaboration of this issue in the scientific context and its great practical importance made it possible to formulate the problem of creating a methodological cluster.

A methodological cluster is a group of educational institutions that have some experience in solving topical issues of modern education on a specific methodological topic in accordance with a particular innovation area. The purpose of the methodological cluster is to identify and test a set of organizational and pedagogical conditions and approaches to the formation of teachers' readiness for inclusive education of children. Practice shows that a teacher's readiness for inclusive education of children is an integral, competent and professional characteristic of a teacher, reflecting value-semantic orientations, knowledge and experience that allow successfully carrying out pedagogical activities in an inclusive education [4, p. 23].

Relevance of this approach:

At the generally accepted level:

1. Currently, in developed countries, the cluster approach is considered one of the most effective ways to develop various areas, including education.
2. The cluster strategy is one of the most demanded instruments of the state policy of increasing competitiveness.
3. The cluster approach is not yet used at the proper level in the pedagogical process, namely on the terms of inclusion.





The formation of teachers' readiness for inclusive education through the methodological cluster provides a step-by-step actualization, differentiation, integration and individualization of experience on this issue.

Approbation of the approach: The author's methodological approach was tested and showed its efficiency on generalized materials about the organization of inclusive education on the basis of home schooling.

Initial stage: It was shown as an effective tool for the transformation of didactic ideas and technological approaches.

Procedural stage: Synergistic effect - Wider use of the potential of teachers through the merger of private and public interests, as well as methodological solutions.

Geographic effect - the lower branches are geographically interconnected. The source of methodological motivation for the horizontal part of the cluster is the "matrix baggage of successes". Luggage takes place on the initial branch of the cluster [5, p. 23].

The effect of ambulance – "03-ambulance" - quick response and organization of a methodological "consultation" focused on the experience of the vertical branches of the cluster.

As we know, there are 3 types of clusters:

1. Regional clusters.
2. Vertical clusters.
3. Horizontal clusters.

Regional clusters are limited associations around narrow practice at the levels of enthusiasm or manifestation of a particular methodological problem. The medium of the chain: student with disabilities, students, teacher, family.

Vertical clusters are associations within one school process. The medium of the chain: students, teacher, families. Horizontal clusters - Unification of various spheres and educational organizations. The medium of the chain: district, regional methodological councils; diagnostic, methodological centers, a group of advanced teachers, universities.

The main feature of clusters: despite the possible differences between them, it is the combination of several separate elements into a single whole for the implementation of the assigned tasks, the achievement of a common goal, as well as the solution of common methodological problems.

How does the methodological cluster work?

STEP 1. Recommendation component.

Determined effective approaches to solving methodological problems. Evaluation indicators of the methodological approach:





- Reflectiveness;
- Efficiency;
- Locality;
- Mobility;
- Uniqueness;
- Interactiveness;
- Level of indicators for monitoring.

STEP 2. Development component.

Conditions of variability are created. It has some factors:

- Specifics of the subject;
- The individuality of the student;
- The competence of the teacher;

STEP 3. An impulse to increase adaptability.

Conditions for implementation: means, time, space, climate.

Mechanisms for regulating and supporting the methodological cluster - what are we working on now? and plans for the future:

1. Creation of “MMA” (matrix methodological association) to coordinate the work of the methodological cluster.
2. Formation of an information database containing information about the possibilities of schools, potential members of the cluster.
3. Assistance in establishing cooperation relations between cluster members.
4. Informing and attracting organizations to participate in the implementation of the methodological cluster.

The professional-methodological structure of readiness includes the following components: motivational (motives of professional activity, acceptance of the values of inclusive education); cognitive (a system of theoretical and methodological knowledge in the field of inclusive education); effective (predictive, projective, corrective, communication skills); reflective (empathy, responsibility).

The structural-dynamic model of the formation of teachers’ readiness for inclusive education through the methodological cluster includes the following components: target, substantive, procedural-technological, criterion-evaluative and effective-correctional.

Optimal expected results:

- Training teachers and methodologists in the field of inclusive education;
- Organizational and managerial support and organization of interagency interaction with social partners; provision of regulatory, scientific, methodological and informational support.



References

1. Кодирова, Ф. У. (2020). Методик кластер–замонавий мактабда соғлом рақобат ричаги. In Бошланғич таълимнинг долзарб масалалари: муаммо ва ечимлар мавзусидаги республика илмий-амалий онлайн конференция (Vol. 2, No. 2, p. 5).
2. Кодирова, Ф. У. (2021). ПЕДАГОГИЧЕСКИЙ ИННОВАЦИОННЫЙ КЛАСТЕР В ИНКЛЮЗИВНОМ ОБРАЗОВАНИИ. Academic research in educational sciences, 2(3).
3. Usmanovna, Q. F., Olimovich, A. A., & Shuxratovna, S. Z. (2021). Early Inclusion is the Best Way to Socialize Children with Coxle Implants. Annals of the Romanian Society for Cell Biology, 8887-8897.
4. Қодирова, Ф. У., & Масалиева, Ш. З. Қ. (2020). ИНКЛЮЗИВ ТАЪЛИМ ШАРОИТИДА “SMART” ТЕХНОЛОГИЯСИНИНГ ИМКОНИЯТЛАРИ. Science and Education, 1(Special Issue 4), 196-206.
5. Усмановна, Қ. Ф. (2020). “РАҚАМЛИ ПЕДАГОГИКА”–ИСТИҚБОЛ БУГУНДАН БОШЛАНАДИ: ИМКОНИЯТЛАР, СТЕРЕОТИПЛАР, КЕЛГУСИ РЕЖАЛАР. Современное образование (Узбекистан), (8 (93)), 4-9.
6. Qodirova, F. U. (2020). Methodical Cluster-An Innovative Mechanism To Increase The Efficiency Of General Secondary And Inclusive Education.
7. Usmanovna, K. F. THE IMPORTANCE OF CLUSTER TRENDS IN PREPARING CHILDREN WITH DISABILITIES FOR INCLUSIVE EDUCATION.

