TECHNOLOGIES FOR DEVELOPING INCLUSIVE READINESS OF FAMILIES BASED ON A COMPETENT APPROACH

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ABSTRACT

In this article, based on a competent approach, various interactive methods for the development of inclusive readiness of families, determinants of methodological support of the process of formation of inclusive readiness of pedagogues are given.

KEYWORDS: *Competent, Inclusive Education, Aspect, Method, Innovation, "Discussion" Method, "Round Discussion" Method, "Working In Small Groups" Method, "Problem Situation" Method.*

INTRODUCTION

The competent approach serves as a basis for determining the content and methodological model of inclusive education and is regulated by a number of documents. In modern pedagogy, the competent approach and related concepts of competence and competence have been researched by several scientists in their work. A number of theoretical studies devoted to the clarification of "competence" and "competence" and their differences, a competent approach was adopted for practical research in the preparation of specialists in higher education, various aspects of the professional competence of families, pedagogical conditions, methods form professional-pedagogical competence.

In this research format, the works of several scientists are devoted to the problems of the formation of different types of competencies in future pedagogues, the competence approach with other methodological approaches in higher education (humanistic [1], contextual [2]), as well as the composition and classification of competencies studies have been carried out.

Thus, the relationship between competence and readiness becomes clear, and therefore it is necessary to expand the professional competencies of teachers of basic (general) educational institutions, including inclusive education as a semi-subject field of education. The content of the readiness and competence of the inclusive education pedagogue is determined by the main directions of professional pedagogical activity (educational, consultative, methodical, innovative, research, informational-educational, organizational), which is formed scientific, professional and social-personal implies the existence of a set of competencies:

- To use knowledge about the psychological and pedagogical characteristics of children with special educational needs of different categories in solving professional problems;

-perception of each child in terms of strengths and positive aspects;

- Understanding the individual characteristics of each child;

- In the conditions of inclusive education, the practical application of various pedagogical technologies, teaching and training methods, taking into account the characteristics of each child, including the child;

- Adaptation to the educational environment, taking into accounts the characteristics and educational needs of each child;

- Having and using various, including alternative, techniques and methods of communication;

- Adapting educational information to the characteristics and needs of each child;

-use of project management skills in educational activities;

- building cooperation as a form of mutual cooperation in the conditions of semi-subject education, adapting the style of personal relations to the development of relations with all subjects of inclusive education, etc.

Competencies are defined as learning outcomes. The readiness for professional-pedagogical activity is the result of his training in a higher educational institution. It is the task of higher education to ensure that the specialist (teacher of inclusive education) meets the competency model. It can be seen that the formation of competencies serves as an indicator of the formation of inclusive training.

The determinants that make up the methodical support of the process of formation of inclusive training of pedagogues are as follows:

- Features of inclusive education space;

- The content of inclusive training of future teachers;

- Organizational (forms of organizing the educational process) and content (pedagogical technologies and methods, pedagogical tools, etc.) pedagogical conditions.

Methodological support for the development of inclusive training of teachers should comply with the laws of this process, meet the requirements of scientific, value-semantic (axiological), purposeful and practice-oriented, variability and mobility, interdisciplinary complex, technological, dynamism.

As a feature of the system, the surrounding social environment (parents, the public (including public organizations and public associations of disabled people, parents of disabled children), other teachers and specialists (psychologists, defectologists, social field pedagogues, etc.), education administration of lim institutions, etc.) and mutual influence on both structures and functions of interaction.

Stability as a systemic feature of the inclusive preparation of families is ensured by its flexibility, which is manifested in the ability to adapt to external influences and changes. Inclusive training is a self-organizing system arising from the specific characteristics of professional activity and the conditions of inclusive education. At the same time, it is able to change its structure, content and tasks in connection with the emergence of new information, new categories of children with

special educational needs, new educational standards, etc. The ability to adapt as a system feature of inclusive training is provided by feedback between its components. The next pedagogical condition is to establish the use of interdisciplinary integrated teaching opportunities based on a set of games, methods and tools suitable for the development of professional competence.

If the educational method is a method of cooperative activities of speech-language pathologists-teachers aimed at solving the tasks of families in the educational process, it is a system of scientifically based rules and methods of teaching a certain academic subject. In our research, the main problem of educational technology is to provide a pedagogue who is ready to provide inclusive education and to develop the knowledge of inclusive education participants. In order for our society to occupy a worthy place among the developed countries, there is a need to use the most advanced pedagogical methods in order to accelerate the education of the growing generation and increase its wide possibilities. In many cases, problem-based learning and problem-based learning are similar to the same method. The problem situation method is also used in pedagogy. The following interactive methods were used to develop the inclusive readiness of families.

The problem situation method is a way based on enabling families to face a problem situation, analyzing its causes and consequences, forming their skills to find a solution, and activating their cognitive activity. The essence of the method is to analyze the specific situation, evaluate it and make a decision about its solution. When the problem situation method is used in the educational process, the activities of families are organized based on the following system.
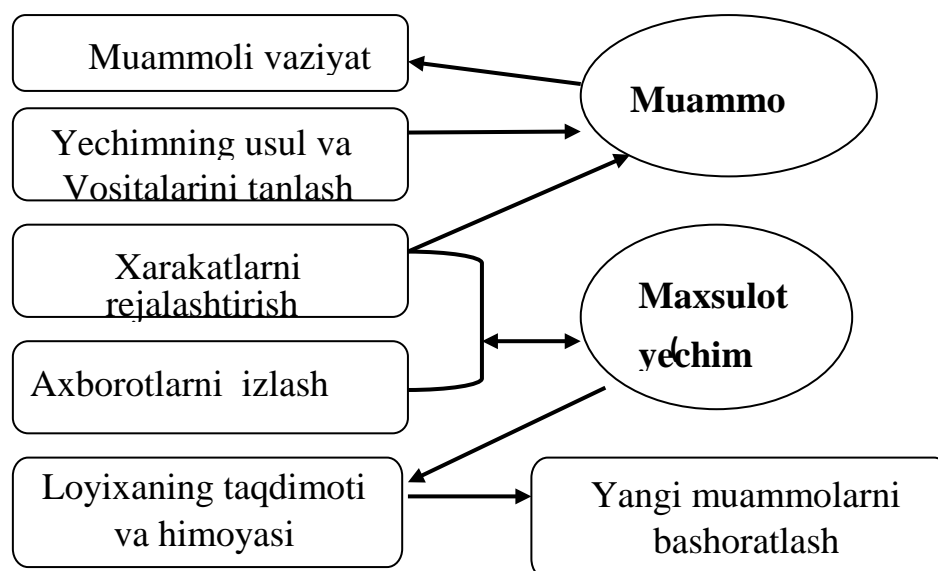
In accordance with the method of problem-based education, the activities of families should be compatible with the knowledge levels of complex students and their capabilities of the problem chosen for the "Problem Situation" method. Otherwise, when they cannot find a solution, it will lead to the loss of interest and self-confidence of the learners. When using the "Problem Situation" method, families learn to think independently, analyze the causes and consequences of a problem, and find a solution.

"Working in small groups" method is considered as a creative approach to the lesson aimed at understanding the educational goal or completing the task by placing them in a small group in order to develop inclusive readiness of families. When this method is used, families are divided into small groups and become active in the process of inclusive education, play different roles, and learn positive characteristics from each other. When using the "work in small groups" method, pedagogues will also have the opportunity to save time.

The teacher arranges the tables and chairs in the form of a circle in the "round table" method. This helps each inclusive education pedagogue to establish "eye contact" with each other. First, the pedagogue introduces the topic, and the pedagogues are asked to express their opinions on the assignment, and each pedagogue expresses his opinion. Everyone listens to the pedagogues who are speaking, if additional thoughts appear, they are given an opportunity after the thinking process is over. This helps the inclusive education pedagogue, whose competence is developing, to think independently and develop speech culture. The working pedagogue introduces the inclusive education pedagogue to the procedure for conducting the training.

Through this method, an opportunity is created to evaluate the students' knowledge of the given topic on a specific topic.

The "discussion" method is a teaching method used in the form of mutual discussion and exchange of ideas with families on the topic of professional and personal qualities of a pedagogue. This method can be used when it is necessary to discuss each topic and problem based on the available opportunities or experiences of the pedagogue. It is important to have a discussion and try to bring every family into the discussion. When we use this method, it is necessary to immediately eliminate conflicts that may arise between families.

Failure to comply with the conditions of spiritual and personal development of children during the educational process leads to the formation of a negative attitude towards the school, an inadequate attitude towards themselves and the people around them. In such conditions, it is impossible to effectively educate the child and develop the personality. Correction of these conditions is required.

The didactic model of the development of inclusive training of pedagogues based on a competent approach provides the results of the initial structural-functional analysis of professional and pedagogical activity, the subjective and functional analysis of the positions of the participants in the field of inclusive education, as well as the educational process in accordance with the content of complex competencies.

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