

PRINCIPLES FOR PREPARING EDUCATORS FOR INCLUSIVE PRACTICES THROUGH AN ANDRAGOGICAL APPROACH. RETRAINING AND ADVANCED TRAINING FOR DIRECTORS AND SPECIALISTS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS“

Z.M. Umarova

Senior Lecturer

Department of Preschool and Inclusive Education Methodology

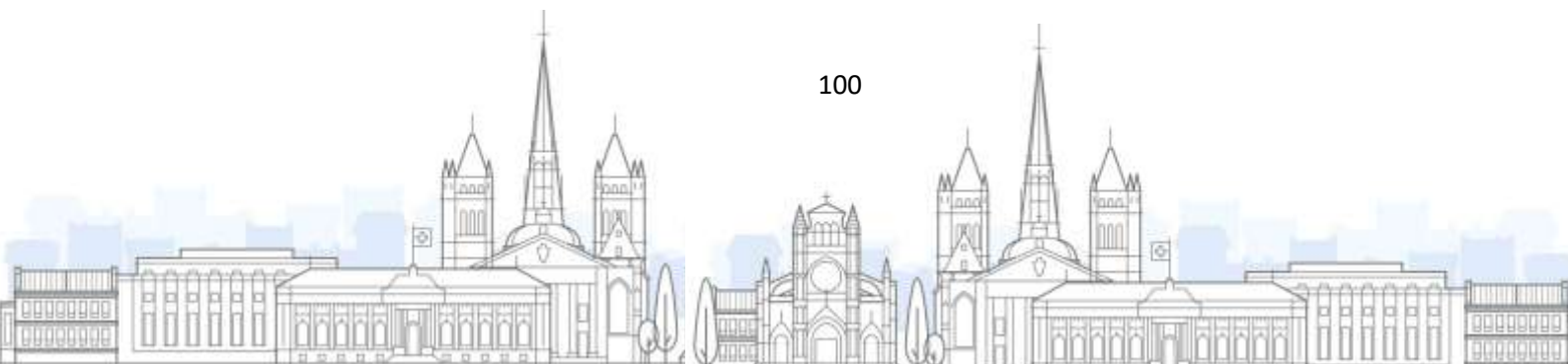
Abstract: *This article emphasizes the necessity for educators in preschool educational organizations to further improve their knowledge and skills regarding inclusive education. In short, the continuous professional development of educators is considered essential. It is particularly crucial to equip them with methodologies for working with children who need special assistance, especially during targeted professional development courses. Therefore, the core concept of our research is presented with specific data, outlining how to organize the preparation of educators for inclusive activities.*

Keywords: *inclusive education, preschool education, andragogical approach, psychological assistance, correction, educator, special program, professional development.*

In recent times, life itself has shown that specialists cannot successfully manage their professional and personal activities with the knowledge they acquired in higher education five to ten years ago, nor can they remain competitive in the labor market. This, in turn, underscores the importance of ensuring professional and personal development by continuously improving the professional level and qualifications of specialists, as well as retraining and upskilling them in accordance with modern requirements.

Today, drawing on international experience and considering the capabilities and abilities of children with special needs in Uzbekistan, our state is paying special attention to providing them with education and upbringing alongside their peers in mainstream educational institutions, in addition to their education within the continuous system of specialized educational organizations.

▪ Resolution No. PQ-4860 of the President of the Republic of Uzbekistan, dated October 13, 2020, "On Measures to Further Improve the System of Education and Upbringing for Children with Special Educational Needs," outlines the main problems in this area, in particular:



- in some educational institutions where children with special educational needs are taught, a barrier-free environment and adequate opportunities have not been created for them;
- educational institutions for children with special educational needs are not fully supplied with the necessary literature, methodological guides, and equipment and tools designed for vocational training;
- Due to the lack of systematic awareness-raising efforts among the public regarding the right to education of children with special educational needs and the essence of inclusive education, parents do not possess sufficient information about the possibility of enrolling their children with special educational needs in general education institutions.
- Local executive authorities do not pay adequate attention to addressing issues related to the inclusion of children with special educational needs in inclusive education.
- Courses on inclusive education methodology have not been incorporated into the curricula of higher education institutions specializing in pedagogy.
- The absence of inclusive education programs in textbooks on pedagogy and teaching methodology, as well as the lack of practical training for prospective teachers in educational institutions that include children with special educational needs, negatively affects the quality of their professional training.

Therefore, it is necessary to further improve the knowledge and competencies of preschool educators in the field of inclusive education. In brief, continuous professional development of educators is of critical importance. In particular, it is essential to equip them, through targeted in-service training courses, with methodologies for working with children who require special support.

For this reason, the core concept of our research is to prepare preschool educators for inclusive practice on the basis of elements of special pedagogy. However, professional development programs involve educators of different age groups. This necessitates the application of an adult education approach in the process of instruction.

Adult learning differs from the education of school pupils and university students in several ways.

First, adults tend to present themselves as independent and self-directed individuals.

Second, they accumulate life, professional, and social experiences, which serve as key resources for their own learning as well as for teaching others.

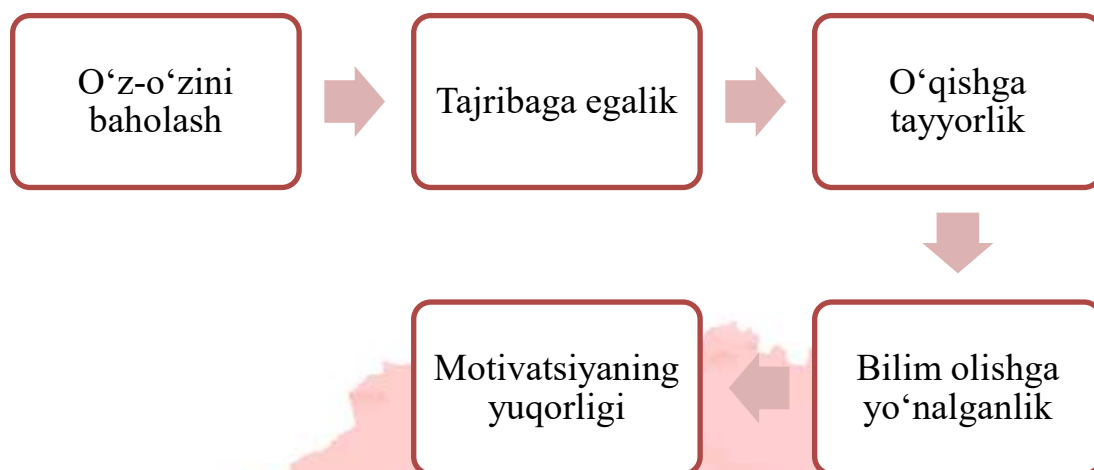
Third, their readiness to learn, that is, their motivation, is driven by the need to solve pressing problems in their pedagogical practice and to achieve specific goals through learning activities.

Fourth, they strive to apply the knowledge, skills, competencies, and professional qualities acquired during professional development courses in practice.



Fifth, their learning activity is largely influenced by professional, psychological, social factors, as well as pedagogical conditions.

It is important to take these characteristics into account when organizing the process of adult education. The American educator M. Knowles (1984), regarded as the founder of andragogy, identified the key features of adult learning.



Self-assessment. Adults are generally more autonomous than children. They demonstrate a higher level of self-regulation, behavioral control, and responsibility. They are capable of asking themselves the question: “How can this be applied in practice?” Learners are provided with the most essential resources, while they independently acquire new knowledge and apply it in practice to meet their educational needs.

Possession of experience. Adults possess a sufficient level of life and professional experience, which can be relied upon in the learning process. Their education, compared to that of children, is more goal-oriented. Therefore, professional development courses should be meaningfully structured for them, with priority given to the effective use of their prior experience.

Readiness to learn. Adults show interest in mastering learning materials. Professional development is oriented toward solving specific tasks and also focuses on professional and social development. When learners recognize the social relevance and benefits of a course, their motivation to learn increases further. Importantly, education is purpose-driven, involving not only the acquisition of new competencies but also social interaction, collaborative learning, and expert evaluation.

Orientation toward learning. Trainee educators approach learning differently, demonstrating a strong inclination toward acquiring knowledge that is directly relevant and

necessary for their professional practice. However, they are less willing to rely on the same knowledge over an extended period; instead, they strive to update their knowledge and continuously develop themselves in accordance with contemporary demands. Adult learners' educational needs are typically oriented toward solving specific problems. While children study particular subjects (e.g., mathematics), adults are more interested in addressing practical issues, such as financial or professional challenges. Therefore, in professional development courses, it is important to take into account the interests and needs of participants and to ensure that instructional modules clearly demonstrate their applicability to pedagogical practice.

High level of motivation. Young learners are often influenced by external motivation (teachers, parents, peers), whereas adults are predominantly driven by intrinsic motivation. When participants are able to apply the knowledge they have acquired in practice, their internal motivation is further strengthened.

In addition, the scholar proposed four key principles for teaching adults¹⁹.

1. It is advisable for adults to participate in the planning of their professional development.

2. Professional development should be closely linked to practice. The content of instruction should be based on learners' prior experience; however, overreliance on existing knowledge may reduce engagement or motivation for further learning.

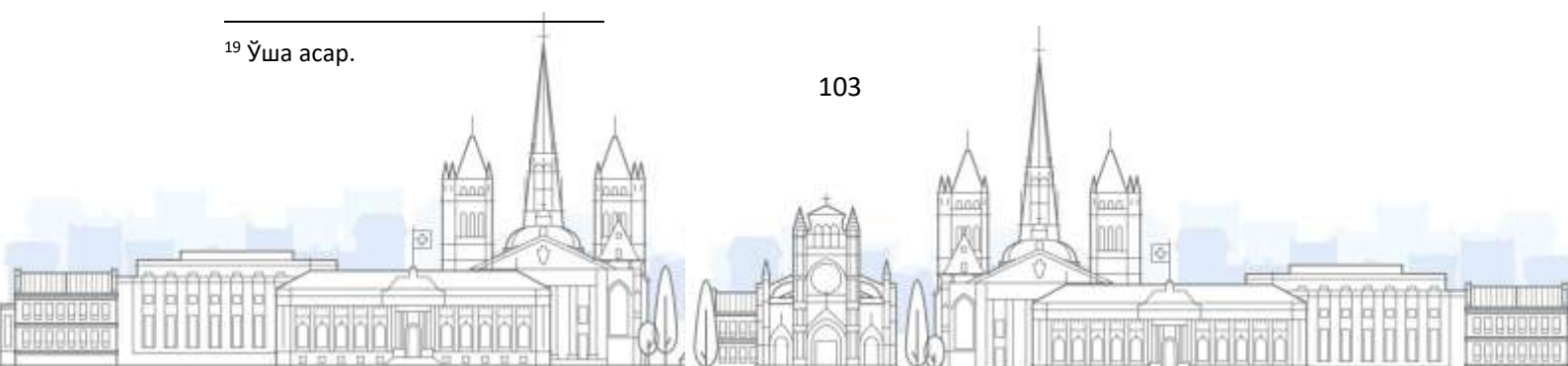
3. Adults prefer to acquire knowledge that is directly related to their professional activities or personal responsibilities. Instructional modules should be effective, ensuring that learners are able to apply newly acquired knowledge in their work or everyday life.

4. Adult education should not be limited to the acquisition of existing knowledge; rather, it should be oriented toward solving educational problems. Learning materials should not be overly generalized but should be specific and aligned with real educational contexts.

Indeed, organizing training sessions for preschool educators in accordance with the above-mentioned principles during professional development effectively meets their educational needs.

According to one of the leading scholars of our country, M.T. Mirsoliyeva, "the main difference between andragogy and traditional pedagogy lies in the fact that, in the learning process, the active role belongs not to the instructor (andragogue—an educator working with adults), but to the learner. In this context, the primary function of the instructor is to support learners in updating their existing knowledge and acquiring new knowledge and skills. This is because the acquisition of new professional knowledge, skills, competencies,

¹⁹ Ўша асар.



and qualifications enhances adults' ability to adapt to the information society and to fully realize their potential within it. Adult education is aimed not only at acquiring new knowledge and skills, but also at continuously updating individuals' worldview, perspectives, life experience, and social and professional competencies. Therefore, in the process of adult education, it is essential to create favorable conditions that enable learners to fully realize their potential. In this regard, the learning process should be organized as an open, interactive communicative environment oriented toward success, with extensive use of practical business games, trainings, and debates.”

REFERENCES

1. Ayupova M.Y. O‘zbekiston faylasuflari milliy jamiyati nashriyotl Logopediya T-2007
2. Isxoqova M.R. “Andragogik va o‘z-o‘zini rivojlantirishga yoo‘naltirilgan yondashuvlar asosida maktabgacha ta’lim tashkilotlari pedagoglarining malakasini oshirish jarayonini takomillashtirish” Dissertatsiya Toshkent-2023 195-bet
3. Muminova L.R., Shomaxmudova R. Sh. Methodological bases of the program of individual correction and development of students with disabilities. –T .: “Razzoqov O.J. printing house ”. 2007.-27 b.
4. Mamarajapova Z.N. “Adabiy ta’lim jarayonida zaif eshituvchi o‘quvchilar nutqini rivojlantirish” (2020)
5. Малофеев Н. Н. Интегрированное обучение в России: задачи, проблемы и перспективы / Н. Н. Малофеев // Особый ребенок: исследования и опыт помощи. Вып. 3: Проблемы интеграции и социализации. - Москва, 2000. - С. 6573
6. Nurkeldiyeva D.A. Rivojlanishda nuqsoni bolgan bolalar diagnostikasi. DA Nurkeldiyeva, ZI Islambekova. T-2013, 14 b
7. Rahimova S.S. Maktabgacha ta’lim tashkilotlari pedagog xodimlarining malakasini oshirish mazmunini takomillashtirish. Diss. ped.fan.bo‘y.fal.dok. (PhD).T.: -126 b.
8. Rahmonkulova N.X. “Формирование нравственных взаимоотношений заикающихся детей младшего школьного возраста со сверстниками” 13.00.01-Теории история педагогически наук Ташкент 1994г 141 стр],