

While the literature highlights the potential benefits of inclusive education, it also acknowledges the challenges. Inclusive classrooms can sometimes place an additional burden on teachers, as they must accommodate a wide range of learning styles and abilities. Moreover, concerns have been raised about the adequacy of resources and support for students with more complex needs. These challenges underscore the need for ongoing research and policy development to address the practical aspects of inclusive education.

The analysis of existing research and empirical studies indicates that inclusive education can be highly effective in promoting both academic achievement and social inclusion. However, its success depends on various factors, including teacher training, resource allocation, and the commitment of educational institutions and policymakers to create an inclusive learning environment.

1. Improved Academic Outcomes: Research consistently shows that students with disabilities in inclusive settings often achieve better academic outcomes compared to those in segregated environments. This underscores the effectiveness of inclusive education in promoting learning for all.

2. Enhanced Social Skills: Inclusive education fosters the development of essential social skills, such as empathy, cooperation, and tolerance, in students of all abilities. This translates into more inclusive and accepting communities.

3. Economic Benefits: Inclusive education has long-term economic benefits for society by preparing a diverse and skilled workforce that contributes to economic growth and social stability.

Inclusive education is a powerful approach that holds the potential to transform education and society as a whole. By providing equal opportunities for all students, irrespective of their abilities, it fosters academic achievement, social inclusion, and diversity acceptance. However, challenges such as teacher preparation and resource allocation need to be addressed to maximize its effectiveness. In conclusion, inclusive education represents a significant step towards a more equitable and inclusive society, and its continued promotion and refinement should be a priority in the field of education.

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KOMPETENTLIKKA ASOSLANGAN YONDASHUV ORQALI YOSHLARNI IJTIMOYIY-KASBIY RIVOJLANTIRISH MASALALARI

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Annotatsiya. Maqolada zamonaviy mutaxassisga qo'yiladigan talablar asosida uzluksiz ta'lim o'qituvchilarini kasbiy rivojlantirish masalalari yoritilgan bo'lib, uning shart – sharoitlari, belgilari va shakllari tahlil etilgan.

Kalit so'zlar: ta'lim jarayoni, pedagogik faoliyat, kasbiy faollik, ijtimoiy faollik, kasbiy kompetentlik, zamonaviy ta'lim-tarbiya, ta'lim mazmuni, pedagoglarning kasbiy rivojlanishi, zamonaviy pedagog shaxsi, omillar.

Dunyoda bo'lajak o'qituvchilarni shaxsiy va kasbiy ijtimoiylashtirish, talabalarda tanqidiy fikrlash, axborotni mustaqil izlash va tahlil qilish ko'nikmalarini rivojlantirish, pedagogika oliy ta'lim sohasini axborotlashtirishning innovatsion modellarini ishlab chiqish, an'anaviy va innovatsion ta'lim tizimlarining maqbul integratsiyasini ta'minlashning pedagogik mexanizmlari, axborot-ta'lim muhiti sharoitida bo'lajak pedagoglarda metakompetentlikni rivojlantirishning tashkiliy-metodik tizimini takomillashtirishga doir qator ilmiy izlanishlar olib borilmoqda. Shu tufayli ta'lim-tarbiya tizimiga yangicha ilmiy-uslubiy yondashuvlar kirib kela boshladi.

Bu yondashuvlar, o'z navbatida, o'quv jarayonining turli tashkiliy va metodik jamg'armalarida muayyan ijobiy o'zgarishlarni sodir etadi, albatta. Ularning katta ko'pchiligi o'qituvchi shaxsining kasbiy kompetensiyasi hamda pedagogik texnologiyalar va pedagogik mahorat bilan uzviy bog'liq o'zgarishlardir. Mamlakatimizda amalga oshirilayotgan ta'lim tizimidagi islohatlar ham o'z o'rnida jahon ta'lim makoniga integratsiyalashuvi uchun ham bosqichma-bosqich yangicha ta'lim paradigmalariga o'tib bormoqda. Xususan, hozirgi kunda o'quvchi yoki talaba o'quv-tarbiya jarayonining sub'ekti sifatida tan olinishi, shaxsga yo'naltirilgan yondashuvni bevosita kasbiy ta'limga singib borishini ta'minlamoqda.

Kompetensiya va kompetentlik o'zaro qo'shilib ketgan tushunchalar bo'lib, lekin pedagog olimlar tomonidan ularning har biriga alohida tushunchalar yoki bir sinonim tushunchalar sifatida e'tirof etilib, ular jamiyat tomonidan uning fuqarolarini tayyorgarlik darajasiga qo'yiladigan talablar sifatida baholanadi. Shu o'rinda ta'kidlash joizki, "kompetentlik" tushunchasi bilan bir qatorda "kompetensiya" tushunchasi qo'llanilib, ular o'zaro bog'liq bo'lgan, aynan o'xshashlik, differensial hamda integral xususiyatlari bilan tavsiflanadi.

Ta'lim tizimida amalga oshirilayotgan islohotlarning ikki muhim ko'rsatkichi – sifat va samaradorlik aynan o'qituvchining kasbiy kompetensiyasi va pedagogik mahoratiga uzviy aloqadordir. Uning kasbiy talabnomasi (professiogrammasi) kun sayin kuchaymoqda. Bir-biriga bog'liq bo'lgan talablarning majmui, pedagogning umumlashtirilgan modelini tashkil etadi. Tadqiqotlar o'qituvchi shaxsining ijtimoiy funksiyasi uni qay darajada kasbiy kompetensiyalarni va pedagogik mahoratni egallaganligida ko'rinishini asoslamoqda.

Mustaqillik davrida uzluksiz milliy tizim sohasidagi ayrim muammolar ko'zga tashlanib ham qoldi. Bular orasida, ayniqsa, quyidagilar muhim sanaladi va ularning ijobiy yechimini topish ijtimoiy zaruratga aylanib ham ulgurdi: 1. Pedagog-kadrlarning savodxonligi va ularning kasbiy mahorati hamda kasbiy kompetentligining ayrim masalasi. 2. Moddiy ta'minot (ta'lim sohasi ishtirokchilarining shaxsiy va ta'lim muassasalarining moddiy-texnikaviy ta'minoti) masalalari. 3. O'quv-metodik yordam masalasi. 4. Axborot ortiqchaligi (axborot bo'hroni) masalasi. 5. Qiziqish va qiziqtirish kabi bevosita o'quv faoliyati bilan bog'liq bo'lgan masalalar.

O'quv faoliyati – bu keng ma'noda inson faoliyatining muayyan maqsadlar yo'nalishida namoyon bo'lishidir. Bu faoliyat faqat insoniyat jamiyatida amalga oshirilishi sababli, u nafaqat har bir insonning, balki butun jamiyatning manfaatlari va maqsadlariga xizmat qiladi.

O'quv faoliyati-bu insonda muvaffaqiyatli mehnat faoliyatini amalga oshirish imkoniyatini ta'minlash maqsadida uni o'qitish hamda tarbiyalashga qaratilgan maqsadli faoliyatdir. Ushbu jarayonning mohiyati inson tomonidan to'plangan tajriba, bilimlar, malaka va ko'nikmalar shaklida o'zgartirish hamda uni o'sib kelayotgan avlodga

berishdan iborat. O'quv faoliyati insonning individual rivojlanishi bilan uzviy bog'liq va uning hamma fazalarida-bolalikdan boshlab, to ulg'aygan davrigacha mavjud bo'ladi.

Demak, o'quv faoliyati, boshqa inson faoliyati turlari singari, kishilik jamiyatiga xos bo'lgan ob'ektiv hodisa sifatida amal qiladi. Jamiyatning o'zi murakkab va ziddiyatli o'zgarishlarga uchrab turar ekan, o'quv faoliyati ham insoniyat taraqqiyotining turli rivojlanish bosqichlarida har xil muayyan shakllarga ega bo'ladi. Masalan, O'zbekistonda mustaqillik qo'lga kiritilgandan so'ng ta'lim sohasida bir qator muhim hujjatlar qabul qilindi va uzluksiz ta'lim tizimi shaklan va mazmunan yangi rivojlanish bosqichlariga o'tdi, ya'ni o'qitish jarayoni takomillashish yo'liga o'tdi. Shuni ta'kidlash joizki, o'quv faoliyati har doim ham barkamol insonni voyaga yetkazishga, uning ma'naviy va moddiy madaniyatini shakllantirishga qaratiladi. O'quv faoliyati o'z rivojlanishining hamma bosqichlarida ijtimoiy yo'naltirilgan maqsadga ega. Maqsadli amalga oshiriladigan jarayon hisoblangan o'quv faoliyati ko'p qirralidir. Uning asosini shaxsan o'qitish jarayoni, ya'ni o'qituvchi tomonidan o'quvchiga bilim, malaka va ko'nikmalar majmuasiga bevosita berish jarayoni tashkil etadi.

O'quv faoliyatining aynan bu tomonini ta'lim berish jarayoni tushunchasi bilan belgilaymiz. O'quv jarayoni deganda-o'quv faoliyati, tor ma'noda, bir maqsadga yo'naltirilgan ta'lim berish sifatida tushuniladi. Bu o'quv faoliyatini asosiy tomoni hisoblanadi. Lekin u o'quv faoliyatining mazmunini to'laligicha yoritmaydi. O'quv faoliyati tarkibiga keng ma'noda, ta'lim berishdan tashqari, yana bir eng muhim va ma'suliyatli jarayon-tarbiya kiradi. U o'quv faoliyatining ajralmas qismi bo'la turib, o'quvchilardan bir qator zarur ijtimoiy sifatlarni shakllantirishga xizmat qiladi va tarbiya ikkita o'zaro bog'liq bo'lgan jarayon hisoblanadi. Ularda o'quv faoliyatining ikkita vazifasi-ta'lim berish va tarbiyalash vazifalari muayyanlashtiriladi. Ikkala jarayon ham bir-biridan farqli ravishda o'zining aniq maqsad va vazifalariga ega bo'lishiga qaramasdan, ular mohiyati jihatidan bitta ijtimoiy maslak-jamiyat a'zolarining komilligini ta'minlashga xizmat qiladi.

Shunday qilib, har bir jamiyatning kelajagi uning ajralmas qismi bo'lgan ta'lim tizimining qay darajada rivojlanganligi bilan belgilanadi. Mustaqillikni mustahkamlashning strategik yo'lida og'ishmay davom etayotgan va iqtisodiyotni erkinlashtirish yo'liga kirib borayotgan mamlakatimizda ta'lim tizimini isloh qilish, unga rivojlangan mamlakatlarning ilg'or texnologiyalarini joriy qilish, milliy qadriyatlarimizni singdirgan holda ta'limni tashkil etish, bu jarayonni puxta va samarali amalga oshirish ishlari bugungi kunda davlat siyosati darajasiga ko'tarildi. Mamlakatimizda uzluksiz ta'lim tizimini isloh qilishning tashkiliy, ilmiy va metodik asoslari yaratildi, asosiy maqsad esa komil inson va yetuk, malakali hamda raqobatbardosh mutaxassislarni tayyorlashdir, deb belgilandi.

Kadrlarning yangi avlodini tayyorlash muammosining samarali yechimi, birinchi navbatda, hozirgi kun talablariga javob bera oladigan psixologiya, pedagogika, iqtisodiyot, ekologik madaniyat, huquqshunoslik va shunga o'xshash boshqa fanlarning bilim asoslarini chuqur biladigan professional malakaga ega bo'lgan har tomonlama chuqur bilimga ega bo'lgan o'qituvchi kadrlarning tayyorlanishi bilan bog'liqdir. Olib borilgan kuzatishlar va AQSh, Germaniya, Yaponiya, Fransiya va boshqa sanoati hamda intellektual bilimlari rivojlangan mamlakatlarning tajribasi shuni ko'rsatib turibdiki, yuqori malakali va raqobatbardosh kadrlar tayyorlash, asosan, quyidagilarga bog'liq bo'lar ekan: ta'lim, fan va ishlab chiqarishning o'zaro samarali aloqadorligiga; ta'lim muassasalari va professional ta'lim dasturlari turlarining (tiplarining) xilma-xilligi, ularda fan va texnikaning eng oxirgi yutuqlari, iqtisodiyot va texnologiyalarning eng yuqori andozalari va ko'rinishlari qay darajada aks ettirilganligiga; professional ta'lim tizimini ustuvor va foyda keltiruvchi iqtisodiy

tarmoqqa aylantirishga; ta'lim muassasalarini zamonaviy o'quv-metodik adabiyotlar bilan ta'minlash va ularning moddiy-texnik asosini yaratish hamda ularning moliyaviy ko'rsatkichlarini mustahkamlashga; professional ta'lim tizimiga eng yuqori malakali o'qituvchilarni va mutaxassislarni jalb etishga; o'quv jarayonini informatizatsiyalash va kompyuterlashtirishga; kadrlarni tayyorlashning sifat bahosini va ob'ektiv nazorat tizimini qo'llashga; shaxsning rivojlanishi, o'lchovi, sifat va hulqini, qobiliyat va intellektini baholash hamda kasbiy mahorati muammolariga bag'ishlangan psixologik-pedagogik izlanishlarni bajarishga; o'qituvchilarni yuqori darajada moddiy rag'batlantirish va ularni ijtimoiy himoyalab turishga.

Kompetentlikka asoslangan yondashuv orqali pedagog-kadrlarni kasbiy rivojlantirish vazifasi, mazkur tushunchaning mazmuni va tarkibini aniqlash bilan bog'liq. Kasbiy kompetentlikni rivojlantirish jarayonining mazmunini aniqlashda, avvalambor kasbiy faoliyati mohiyati ochib berilishi kerak. Pedagoglarning kasbiy kompetentligi yuqorida tilga olingan ko'p sonli mezonlardan tashqari bir qator pedagogik, psixologik, ijtimoiy, iqtisodiy, madaniy, ekologik, irsiy-biologik, gigenik va fiziologik omillarga ham bog'liqdir. Kasbiy kompetensiyaning uchta darajasi farq qilinadi: nazariy, amaliy va shaxsiy. Shuningdek, kasbiy kompetensiyaning hal qiluvchi, bazaviy (asosiy) va maxsus qismlari ham mavjud.

O'qituvchi kompetensiyasining eng zarur komponentlaridan biri - tashabbuskorlikdir. Uning yonida hamkorlik ham bo'lmog'i lozim. Kompetensiyaning kasbiy, maxsus, ijtimoiy, umummadaniy, shaxsiy va individual turlari mavjud bo'lib ular bir-biri bilan uzviy aloqadorlikdadir. Kompetensiyaning ko'p qirrali va xilma-xilligi ekanligi o'qituvchi shaxsining kasbiy faoliyatida yaqqol namoyon bo'ladi. O'quv-biluv qobiliyati, ijtimoiy faollik, axborot mo'lligi, kommunikativlik yoki nizoga moyillik kabi jihatlar o'qituvchining kompetensiyasining muhim mezonlaridir. Kompetensiya (lot.Competo erishyapman, munosibman, loyiqman) u yoki bu sohadagi bilimlar, tajriba degan ma'nolarni anglatadi. Kompetensiya (lot Competere layoqatli, munosib bo'lmoq) shaxsning biror bir sohadan xabardorlik, shu sohani bilish darajasi.

Kompetentlik ma'lum holat xususida to'g'ri mulohaza yuritishga imkon beradigan bilimga ega bo'lish, dalil isbotli fikr, kishining muayyan sohada saviyasini ifoda etadigan atama. Kompetentlik shaxs xususiyatlari va holatining murakkab majmui bo'lib, ma'lum sohadagi bilim, ko'nikma va tajribani mujassamlashtirishdir. Kompetentlik insonga muayyan masalalarda fikr bildirishi, ma'lum qarorlarni ishlab chiqishda ishtirok etish yoki mustaqil ravishda qaror qabul qilish imkonini beradi.

A.Xutorskiy "kompetentlik" tushunchasining amaliyotga kiritilishi talablariga nazariy bilimlar to'plamini egallab, aniq vazifa yoki holatlarni hal qilishda ularni amalga joriy qilishda duch keladigan jiddiy qiyinchiliklarini bartaraf qilish imkonini beradi, deb ta'kidlaydi.

N.Muslimovning fikricha, kompetentlik talaba tomonidan alohida bilim va malakalarning egallanishi emas, balki har bir mustaqil yo'nalish bo'yicha integrativ bilimlar va amaliy harakatlarning o'zlashtirilishini nazarda tutadi. Yuqorida ta'kidlaganimizdek, islohotlarning ikki muhim ko'rsatkichi – sifat va samaradorlik aynan o'qituvchining kasbiy kompetensiyasi va pedagogik mahoratidagi talablar bilan uzviy aloqadordir.

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INTERCONNECTION OF PROFESSIONAL MOTIVATION AND PEDAGOGICAL ACTIVITY OF FUTURE SPECIALISTS

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Abstract. In the essay, experts in the field of pedagogy explore motivational difficulties. The primary and primary factors impacting this profession's decision are underlined. The desire for power is one of the primary motivations of instructors that is taken into account in the job. An essential component of the teaching profession is the desire for and execution of the demands of power. The theories of G.Murray and D.Verroff are examined in the study.

Key words: motivation, professional motivation, affiliation motive, power motive.

The destiny of every state is directly correlated with its level of educational progress, as is known from the annals of global history [1]. Based on this reality, we may state that motivation is the primary element influencing an individual's activity, behavior, and activity. Only by taking into consideration a student's motivational traits can any instructional contact be successful. Numerous domestic and international scholars (S.I.Grigoriev, L.G.Guslyakova, M.V.Kondratyeva, S.G.Maksimova, L.V.Topchiy, E.I.Kholostova, G.Berner, H.Svedner, R.Tomlison, etc.) have written about issues related to the professional training of experts in the field of education. One of the key elements in a teacher's efficacy is motivation. First and foremost, teachers' professional motivation should not have a compensating element and score highly on affiliation measures. However, job satisfaction may decline and the source of professional drive may alter as a specialist's years of service in the area lengthen. The challenging psychological and emotional working environment provide an explanation for this situation. since a result, it is crucial to pay close attention to the teacher's motivational traits, since they are what influence his personal and emotional mental harmony and sufficiency, as well as the efficacy and success of the activities he does.

This means that a teacher's professional activity, regardless of the kind of work done, falls within the category of professions with enhanced moral responsibility for the health and well-being of individuals, demographic groups, and society as a whole. A teacher's mental and physical health is negatively impacted by the ongoing stressful conditions that they encounter at work, as well as by personal insecurity and other moral and psychological issues. Studies have shown that being a teacher is a career that comes with a lot of responsibility and emotional strain as well as extremely ambiguous success standards. As a result, this situation has a big impact on how professionals in this industry develop their professional motivation [2]. Affiliation (the want to interact) is a major factor in one's decision to pursue this line of work since only via interpersonal