

METHODOLOGY OF PREPARING FUTURE TEACHERS FOR INCLUSION OF SCHOOLCHILDREN

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Abstract: This study addresses the idea of inclusive learning and the methodology of preparing the university students to be committed and competent teachers. The approaches of introducing inclusive learning in education have been discussed. Some relevant examples have been included and the scientists' opinions about this matter have been reacted.

Key words: approach, methodology, inclusion, future teachers, preparation

A key component of contemporary education is inclusion, which seeks to give all students—including those with special needs or disabilities—equal opportunities. It is essential to provide aspiring educators with practical teaching strategies in order to guarantee the successful integration of every student as the educational landscape changes. In order to prepare aspiring teachers for the potential and challenges of inclusive education, this article examines a number of tactics and approaches. Fully understanding the concept of inclusion before diving into methods is important. Beyond simple integration, inclusion is fostering a climate in which each student, regardless of differences, feels respected and supported. To establish inclusive classrooms, aspiring educators must gain a thorough understanding of the principles of diversity, equity, and inclusion. As a philosophy for achieving fairness, justice, and high-quality education for all children—especially those who have historically been excluded from mainstream school—inclusive education has gained international recognition. Due to a handicap, race, gender, or other attributes. Broad reforms affecting the entire educational system are necessary to promote inclusive education. Therefore, it's critical that the transition to inclusive education is made in concert with other efforts. To reduce the risk that inclusion is viewed as something unrelated to the larger education system, it must be viewed as a way to raise the standard of instruction for all students. Without sufficient teaching and learning methodologies and qualified teachers, inclusive education cannot become a reality.

Pedagogical Approaches: Using the right pedagogical approaches is the first step in effectively preparing for inclusion. Differentiated instruction, which entails modifying lesson plans and instructional resources to match the unique needs of each

student, ought to be taught to aspiring educators. Another useful framework that promotes adaptability and accessibility in course design and delivery is Universal Design for Learning (UDL).

Collaborative Practices: Teachers, students, parents, and support personnel must work together for inclusive education to succeed. It is imperative that aspiring educators receive training on how to collaborate with special education specialists, therapists, and other relevant parties to create Individualized Education Programs (IEPs) and efficiently execute accommodations and adjustments.

Cultural Competence and Sensitivity: Establishing inclusive learning settings requires cultural competence. It is imperative that aspiring educators receive training in identifying and honoring cultural variances in language, race, religion, and socioeconomic status. Teachers can help students feel like they belong and bridge cultural gaps by implementing culturally responsive teaching practices.

Technology Integration: Using technology in the classroom can be a very effective way to encourage inclusivity. Future educators should be adept at using digital resources and assistive technology to support students with a range of learning requirements. Furthermore, training in the principles of accessible design may guarantee that learning resources and platforms are inclusive of all students.

Ongoing Professional Development: After completing their first training, future educators must continue to prepare them for inclusion. To keep educators abreast of the latest developments in inclusive education, including emerging research, evolving technologies, and best practices, professional development opportunities must to be made available. Peer support groups and mentoring programs can also help teachers collaborate and share expertise.

A new field of study in pedagogy is concerned with preparing aspiring teachers to work with kids in inclusive classroom settings. It is founded on a philosophy that views every student as an individual with a distinct personality and forbids any form of discrimination while yet acknowledging appropriate behavior. The environment is set up for his or her development. According to research studies by Fedotenko (Russia), Klim-Klimashewska (Poland), Zaharuk (Poland), and Smantser (Belarus), graduates of classical universities are not prepared for professional activity in the context of inclusive education because they lack the necessary personal and professional qualities and organizational experience.

Currently, the notion that ensures that all children have an equal right to a full education, that special education needs children have free access to high-quality education, and that their unique characteristics are worthy of respect should serve as the foundation for training future teachers. Future educators must realize that children need more than just to be homeschooled; they need to have the opportunity to come to terms with who they are, be able to support themselves financially, and contribute to

the society in which they were raised. Being responsible for the academic (cognitive, educational) and social (affective, emotional) training and development of children with special educational needs makes it one of the most significant duties of certified instructors.

The theoretical and methodological underpinnings of the pedagogy used to prepare traditional university students for professional work in an inclusive workplace are inadequately developed; there is ambiguity surrounding the goals and purposes of this training, as well as the validity of its content, organizational strategy, and evaluation standards. Many educators are currently unprepared to work with students who have special needs. Furthermore, there is a lack of improvement in university teacher preparation programs for working with children who have developmental issues.

Preschool and Primary School Levels of Attention:

Children with special needs will succeed in school later in life and have a superior quality of life as adults if they receive educational support earlier in life. In order to help kids earlier in life, inclusive strategies should ideally start in preschool. Preschool and primary school are sensible starting sites because of the practicality of application and implementation in the field, in addition to the obvious advantages of early intervention. While secondary teachers must complete more in-depth specialized training in a range of specialist academic areas, preschool and primary school teachers often receive comprehensive instruction in the core topics of language, mathematics, and the natural and social sciences. Typically, a single instructor or a small team of teachers and teaching assistants instructs preschoolers and primary school students. Because of this, students interact with their teacher more frequently and spend more time with them. Junior and senior secondary school students are taught by a far wider range of educators. Pre-service teacher training programs for inclusive education should therefore focus on preschool and primary school teachers initially before branching out to higher education levels in order to have a greater reach.

Education's future is shaped by inclusion, which is more than just an objective. By providing aspiring educators with useful techniques and materials, we can establish classrooms where all students, regardless of aptitude or background, can succeed. By means of ongoing education, teamwork, and a dedication to diversity and inclusivity, we may construct a society that is more equal and inclusive for future generations.

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