



Motivation Component Of Diagnostic Unit Of Inclusive Competence

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ABSTRACT

The article examines the motivational component of the diagnostic block of inclusive competence using the example of the discipline "Special Psychology". The author proposes to consider it in the context of the formation of a teacher-defectologist's ability to have motivation for an objective / positive perception of persons with special psychophysical development.

KEYWORDS

Inclusive competence, motivational component, teacher-defectologist.

INTRODUCTION

The active introduction of integration and inclusive approaches in institutions of general secondary education in Belarus requires the development of the problem of the formation of a motivational component of inclusive

competence among teachers working in educational institutions with children with psychophysical disabilities.

The discussion of the motivational component goes in different directions. As a motivational

criterion, it is proposed to consider the formation of a set of motives adequate to the goals and objectives of inclusive education [4]. At the same time, attention is drawn to the fact that the motivational component includes the motives of the teacher's activity and his value orientations, due to the specifics of the psychophysical development of students in an inclusive class [1]. Usually, researchers turn to the content side of the teacher's motivation in the context of inclusive education. At the same time, motivational competence is characterized as a deep personal interest, a positive focus on the implementation of pedagogical activities in conditions of inclusion of children with disabilities in the environment of normally developing peers, a set of motives (social, cognitive, professional, personal development and self-affirmation, their own well-being, etc.) [2].

Some authors pay special attention to the teacher's tolerant attitude towards children with special needs, about the willingness to help, kindness [3]. E.B. Yusupova offers a number of indicators for the analysis of the motivational component: awareness of the importance of the problem of integrating people with disabilities into society and the possibility of their choice of the way of getting an education; focus on the implementation of inclusive education in a comprehensive school environment; a set of motives of different groups aimed at the implementation of pedagogical activities in the conditions of inclusive education, and also distinguishes four levels (zero, low, medium, high) of its formation [4].

Taking into account the fact that in the process of professional training of a teacher for work in conditions of inclusion, motivational competence is formed in the context of

mastering the entire content of the proposed disciplines, special attention should be paid to the capabilities of each studied discipline to achieve this goal and, thereby, to concretize it. The discipline "Special Psychology" was used as a discipline to concretize the content of the motivational component of inclusive competence.

Based on the fact that the structure of inclusive competence includes diagnostic (the ability to study a student and the teaching and educational team), socio-psychological (the ability to establish business and interpersonal relationships with students, their parents and teachers, to form a psychological climate in a team, on a diagnostic basis) and methodological competence (the ability to plan, organize and control the educational and cognitive activity of students and the class / group, on a diagnostic basis), it can be assumed that each of them, in turn, will include a characteristic motivational component.

MATERIALS AND METHODS

Thus, within the framework of diagnostic competence, as the content of the motivational component, it is possible to propose the formation of the teacher's ability to have motivation for an objective / positive perception of persons with special psychophysical development; within the framework of socio-psychological competence - the formation of the ability to be motivated to communicate and interact with persons with special psychophysical development; within the framework of methodological competence - the ability to be motivated to search for optimal ways to correct violations of the cognitive sphere and personality disorders of persons with special needs and the ability to have motivation for their socialization.

The formation of an objective attitude towards the child is one of the leading requirements of special psychology and, in particular, the requirement of a diagnostic examination known as the principle of objectivity. This scientific principle focuses on the understanding that the information received by the teacher about the child, to a certain extent, receives a subjective coloration. The problem is that we bring into our conclusions the values and norms that we have formed on the basis of personal experience and socialization in a particular culture. In this regard, a teacher-defectologist should be able to assess the degree of this subjectivity and strive to minimize it, so as not to distort the real state of affairs, in order to see a child with developmental disabilities as he really is, without embellishing him, not giving away what he wants. real, and thus be able to adequately assess the positive and negative aspects of its development.

RESULT AND DISCUSSION

Objective data characterizing a child with special needs can be obtained by a teacher if he is able to determine the nature of the disorders that arise in a child when performing various educational and educational tasks, and will proceed from their interpretation from general and specific patterns of development. In turn, an adequate assessment of the complexity and nature of the violation of the normal development of the child will allow the teacher-defectologist to determine the peculiarities of the formation of the necessary knowledge, abilities and skills, as well as to select and substantiate various forms of pedagogical work with him.

At the same time, the adequacy of the assessment of a violation of the normal

development of a child will largely be determined by the ability to analyze the entire complexity of the structure of atypical development. The ability to connect the leading disorders of mental development with the variety of secondary disorders of mental activity arising from it will create the most favorable conditions for training and education. In turn, such tertiary shortcomings as the originality of personality traits and communication must be taken into account in the process of the child's sociocultural development.

The principle of objectivity will be closely intertwined with that aspect of the principle of determinism, which draws attention to the fact that the environment is not just a condition, a zone of human habitation, but a culture that carries knowledge and experiences that largely change the process of development of the psyche and the formation of an individual. The formation of mental functions and properties, the peculiarities of their manifestation are associated with such external reasons as the living conditions, upbringing of the child, the peculiarities of his social environment, the nature of communication with adults and peers, the specificity of his activities and activity. It is known that initially there are no "good" or "bad" children, there is only a variety of reasons influencing the appearance of this or that trait inherent in this particular child. In this case, one should proceed from the fact that the development of the psyche, on the one hand, is directed by a given goal external to the person, on the other hand, the goal of development is inherent in the psyche of each individual person and determines his desire to disclose potential abilities, to self-expression and self-realization through communication, cognition and activity.

The primary focus on the goal of self-realization of children with special psychophysical development, to the greatest extent, is embedded in the humanistic approach to understanding the norm and pathology and serving as the basic rationale for inclusive education. The result of this approach is reflected in the goal of inclusive education, which is to achieve by all children, including children with different psychophysical abilities, a certain social status and affirmation of their social significance.

However, understanding the validity of this approach, one should avoid the temptation to replace ignoring the needs of a child with special psychophysical development with his idealization. It is known that the existing problem of idealization of children with psychophysical developmental features by their parents, associated with the unconscious feeding of their own self-esteem, leads, in turn, to difficulties in the child's adequate perception of reality, pushing him to search for an ideal model of the structure of life, which is fraught with the emergence of long-term experiences of negative emotions arising as a result of the discrepancy between the ideal image created by the child and reality. Similar tendencies towards the formation of an idealized view of children with psychophysical disabilities are noticeable in the activities of some public organizations and the media working to create a positive image of persons with psychophysical disabilities in society.

In this regard, the teacher-defectologist has a difficult task to form in himself and his colleagues a professional idea of children with psychophysical developmental disabilities, a concept that combines an objective, adequate assessment of the personality of such a child in

all the variety of his strengths and weaknesses, his problems and opportunities.

A positive attitude towards the child with this approach will allow children with special needs to be critical of themselves, their own mental activity and its results, ideas about social norms, rules and laws and the ability to control themselves in accordance with them, to ensure that mental reactions correspond to force and the frequency of environmental influences, will teach you to change the way of behavior depending on the change of life circumstances, plan and implement your own life according to your mental and physical capabilities and, thus, achieve the mental health criteria formulated by the World Health Organization (WHO) and reflecting the goals in a specific form inclusive education.

CONCLUSION

Thus, the analysis of the content of the motivational component of diagnostic competence, which is part of the system of inclusive competence within the framework of the academic discipline "Special Psychology", makes it possible to concretize the results of the educational process in higher educational institutions that train teachers-defectologists and education specialists who intend to work in the context of implementing inclusive education ...

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