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TECHNOLOGY OF PROFESSIONAL-PERSONAL READINESS “INCLUSIVE COMPASS”

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Annotation: The article is devoted to the urgent problem of implementing inclusive education in preschool organizations of Uzbekistan, namely, the analysis of the readiness of educators in mainstream groups for professional activities with children with limited health opportunities. The work presents the author's methodology “Inclusive Compass”, aimed at diagnosing and forming the motivational-value, cognitive, and operational-activity components of educators' readiness. The results of the experimental study are presented, demonstrating the effectiveness of the proposed technology: a significant increase in the integral indicator of educators' readiness was recorded (from 25% to 66%). It is concluded that overcoming professional fears and deficits through a system of trainings and supervision is a key condition for the successful implementation of inclusive practices in mainstream preschool educational organizations of the republic.

Key Words: inclusive education, Uzbekistan, preschool organizations, children with limited health opportunities, educators' readiness, professional competence, methodology, inclusive culture, experimental work, adaptation.

Introduction: The modern stage of development of the education system in Uzbekistan is characterized by the active implementation of inclusive approaches, which is enshrined at the legislative level and corresponds to global trends in the humanization of education. This process acquires particular significance at the level of preschool education, since it is in early childhood that the foundations of tolerance, acceptance, and skills of joint existence for all members of society are laid. However, despite the emerging regulatory framework and efforts to modernize the material and technical base, the key barrier to the implementation of inclusive practices remains the human factor — the unreadiness of educators in mainstream preschool educational organizations to work with children with limited health opportunities.

Analysis of modern pedagogical practice in Uzbekistan shows that the majority of educators, who have high qualifications in the field of traditional preschool pedagogy, experience serious difficulties when a child with limited health opportunities appears in the group. These difficulties are complex in nature: from psychological rejection and fear to the absence of specific methodological knowledge and skills to adapt the educational process. Educators often do not possess information about the nosological features of children, do not know how to build effective communication with parents of “special” pupils, and do not know how to modify classes in such a way as to include all children in active activities. This situation requires not just fragmentary measures, but the development of a holistic system for forming the professional-personal readiness of educators, which determines the relevance of this study.





Methodology: The development of the “Inclusive Compass” methodology is based on the competence approach, adapted to the realities of Uzbekistan's preschool educational organizations. This technology is aimed at diagnosing and forming three key components of educator readiness: motivational-value (acceptance of the philosophy of inclusion, respect for the right of every child to education), cognitive (knowledge of the basics of special psychology, nosological features of children with limited health opportunities), and operational-activity (ability to adapt the educational environment and content of classes). The relevance of the development is due to the contradiction between the declared principles of inclusion in Uzbekistan and the real uncertainty of educators in mainstream groups in working with children with limited health opportunities.

The process of implementing the methodology includes three sequential stages. The first stage (“Diagnostic Vector”) involves self-examination of the educator using a specially developed questionnaire that identifies their fears, stereotypes, and areas of professional deficit. The second stage (“Training Route”) is a series of interactive seminars and master classes, where educators not only receive theoretical knowledge but also model specific pedagogical situations. Special attention is paid to practicing nonverbal communication skills and using didactic materials adapted to different types of developmental disorders. The final stage (“Practical Navigation”) involves attending classes of experienced mentors followed by supervisory analysis of the educator's own activities in an inclusive group.

The application of the “Inclusive Compass” methodology in the system of advanced training for educators in preschool educational organizations of Uzbekistan allows translating the problem of readiness from the theoretical plane to the practical one. The result of implementation is not only an increase in professional competence but also a reduction in the level of emotional burnout among educators working with children with limited health opportunities. Educators acquire specific tools for creating a “situation of success” for each child, which contributes to the real, rather than formal, implementation of inclusive practices in mainstream preschool organizations of the republic.

Results: The results of the experimental work on implementing the “Inclusive Compass” methodology showed positive dynamics in the level of readiness of educators in mainstream preschool educational organizations to work with children with limited health opportunities. At the ascertaining stage of the experiment, the majority of participants (67%) showed a low level of operational-activity readiness, manifested in the inability to adapt educational materials and organize the group space for a child with special needs. A high level of anxiety and uncertainty was also recorded when interacting with children who have complex combined disorders. Educators demonstrated fragmentary knowledge about the features of psychophysical development of children with limited health opportunities, which confirmed the need for the formative stage of the experiment.





After implementing the formative stage, which included training sessions and supervisory support, significant improvements in indicators were recorded at the control stage. The number of educators with a high level of professional-personal readiness increased by 41%. The experiment participants became more confident in applying methods of visual support, adapting didactic games, and constructively building communication with parents of children with limited health opportunities. Qualitative analysis of observations showed that educators stopped perceiving the “special” child as an obstacle to conducting a class, beginning to see pedagogical tasks in creating conditions for their inclusion in general activities, which indicates the formation of an inclusive culture in the experimental group.

Table 1

Inclusive Compass

Components of educators' readiness	Ascertaining stage (% of educators with high level)	Formative stage (% of educators with high level)	Dynamics (+/- %)
Motivational-value component (acceptance of inclusion)	32%	68%	+36%
Cognitive component (knowledge about features of children with limited health opportunities)	24%	71%	+47%
Operational-activity component (practical skills)	18%	59%	+41%
Emotional stability (readiness for interaction)	28%	64%	+36%
Integral indicator of readiness	25%	66%	41%

Conclusion: Concluding the study, it can be confidently stated that inclusive education in Uzbekistan ceases to be just a beautiful term from international declarations and begins to acquire real features where children's voices are heard daily — in mainstream preschool organizations.

The conducted experimental work confirmed that the key to genuine inclusion lies not so much in ramps and adapted programs as in the eyes and hearts of educators, who stop fearing the “special” child and begin to see in them an equal participant in the educational journey. The “Inclusive Compass” methodology became that navigator which helped educators overcome the fear of the unknown and turn professional confusion into confident mastery, proving that inclusion is not a problem that needs to be solved, but a new horizon of opportunities that is worth exploring together with children.

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