

UPDATING THE CONTENT OF CONTINUOUS IMPROVEMENT PROGRAMS QUALIFICATIONS OF SCIENTIFIC AND PEDAGOGICAL WORKERS IN THE ASPECT OF IMPLEMENTING THE PRINCIPLES OF INCLUSIVE EDUCATION

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Abstract

The article deals with the problem of continuous increase qualifications of scientific and pedagogical workers of higher education in inclusion issues.

Keywords: inclusive education, health-saving technologies, advanced training, retraining of personnel

At the present stage of social development, education is turning into one of the most extensive and important areas of human activity, which closely intertwined with all other areas of public life. A real assessment of the situation prompts the search for new approaches to qualitative change in the state of the education system in Uzbekistan: it should meet the prospective level of economic development, social prescriptions and enrich the potential for continuous development of professional and personal qualities of a person.

In the National Doctrine of Education of Uzbekistan until 2025 indicates the high importance of education as the most important factor formation of a new quality of the economy and society. Primary goal vocational and higher education – meeting the needs individuals in obtaining appropriate education, training a qualified employee of the appropriate level and profile, competitive in the labor market, competent, ready for mobility.

The urgency of the problem is confirmed by statistical data. Experimental search work carried out at the Kokand Pedagogical Institute on the problems advanced training showed that the modern system of continuous advanced training of scientific and pedagogical workers is in the stage becoming. 48% of higher education teachers participating in the survey noted that even regular coursework in 3-5 years does not allow timely reorganization of their professional work according to the changes taking place in the education system and, consequently, it reduces the readiness for innovative activities, including activities in the context of inclusive higher education; 57% teachers working in the system of advanced training of scientific and pedagogical workers, stated that the patterns of formation methodological concepts of the advanced training system have not been studied in full: 68.4% of respondents certain difficulties in the organization advanced training of scientific and pedagogical workers is associated with the lack of development of the theoretical foundations of methodological activities teacher of the advanced training system.

However, the results of this study show that modern workers in the field of vocational education in the vast majority most are interested in providing student-centered the content of advanced training (37%); in organizing targeted personnel training for the system of continuous professional

development of scientific and teaching staff (30%); creation of system-forming mechanisms, providing natural self-organization of the system for increasing qualifications (28%); harmonization of the totality of institutions and services of the system advanced training of scientific and pedagogical workers on values, goals, content, methods and forms of their activities (22%); in overcoming it closeness and increased dependence on the consumer (16%); providing legal and scientific and methodological support of these processes. So Thus, in solving these problems, we see the social pedagogical level of research relevance.

The change in the educational system is based on a certain sequence of coordinated actions to form education new type, which is reflected in the idea of forming an inclusive competence of scientific and pedagogical workers in the system of additional vocational education.

So, the relevance of this study is determined by: 1) evolutionary trends in education associated with the need formation of inclusive competence of scientific and pedagogical workers in the system of additional professional education; 2) lack of development of the conceptual foundations for the formation of an inclusive competence of scientific and pedagogical workers, reflecting the dialectical the unity of the theoretical and technological aspects of this process; 3) insufficient development of methodological and technological tools formation of inclusive competence of scientific and pedagogical workers; 4) the need to create an infrastructure for the formation of an inclusive competence of scientific and pedagogical workers and the accumulation of a data bank in this aspect in the system of additional professional education.

The prospects and success of the formation of inclusive competence scientific and pedagogical workers in the system of additional professional education as a factor ensuring the implementation actual needs of the individual in education throughout life and the quality of inclusive higher education is determined by: 1. Integration andragogical (general scientific level), competency-based (specifically scientific level) and modular (methodological and technological level) approaches, which constitute the methodological regulator of the formation of an inclusive competence of scientific and pedagogical workers in the system of additional vocational education. 2. Structural-functional model formation of inclusive competence of scientific and pedagogical workers, providing for successful use in a dynamic developing additional professional education, which includes target, methodological, content, procedural, functional, effective blocks. 3. Complex organizational- pedagogical conditions, which takes into account the purpose and content professional activities of scientific and pedagogical workers, prescriptions for an inclusive society and the normative base of modern educational activities, the possibility of andragogical, competency-based and modular approaches. We refer to them as content (updating the content of continuing education programs scientific and pedagogical workers; cluster-concentric structuring courses and modules for advanced training of scientific and teachers) and procedural and technological (introduction into a continuous process of advanced training of scientific and pedagogical employees of interactive teaching methods; use of remote educational technologies in the continuous process of professional development scientific and pedagogical workers).

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