

STAGES OF FORMING ANTHROPOCENTRIC APPROACH OF PRIMARY STUDENTS IN THE PROCESS OF INCLUSIVE EDUCATION**Oppokkhodjayev Khojikhuja Azimjon ugli**

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Abstract: The article provides information about the purpose, objectives, and stages of implementing this process in the process of inclusive education of primary school students based on an anthropocentric approach.

Keywords: inclusive education, anthropocentric approach, friendly attitude, open attitude, pedagogical principles .

The teacher inclusive to education readiness " inclusive " means education current under the circumstances profession to choose a profession orientation , behavior ethics and professional pedagogical activity methods determining pedagogical "activity " is understood .

EMAliyeva believes that a modern teacher should have the following operational-active component, reflecting his professional competence. This type of component is based on the following qualities: the ability to think and act pedagogically; the ability to analyze the essence of pedagogical issues of varying complexity; the ability to predict and design the results of pedagogical cooperation; the ability to implement, manage and correct pedagogical cooperation; the ability to analyze, evaluate the results obtained and set new tasks.

Inclusive teacher training is an important aspect in the process of teacher-student relationships and in organizing education based on an anthropocentric approach.

First of all, in order to educate primary school students based on an anthropocentric approach in the process of inclusive education, it is advisable to increase the readiness of teachers for inclusive education. For this, we believe that the following tasks should be implemented:

1. To familiarize educators with the generally recognized principles of inclusive education;
2. To introduce educators to the anthropocentric approach and its features and provide them with methodological assistance;
3. Training teachers to develop educational methods and criteria for teaching in inclusive education settings;
4. To develop the skills of establishing friendly, open relationships with children in inclusive education classes;
5. Creating conditions for conducting remedial work with inclusive education classes;
6. To develop the ability to pay attention to specific principles in addition to general didactic principles in the educational process;
7. Continuously improve the skills of educators who teach inclusive education classes and provide ongoing supervision.

Also, the high level of inclusive training of the teacher is also an important factor in the quality of education. cannot guarantee its effectiveness. Successful assimilation of acquired knowledge to the expected level also directly depends on the individual's ability to perceive. Perception is intended not only for understanding the idea depicted and expressed in it , simple enjoyment of its constructive form, sentimental and emotional excitement from the situations depicted in the works, but also for logical understanding and functional analysis of this simple spiritual state. Since perception is considered a complex and meaningful psychic process compared to perception, all mental states, phenomena, properties, characteristics and the integral

content of human consciousness, acquired knowledge, experiences, skills are manifested in one period, participate in reflection.

Based on the goals and objectives of the study, the possibilities of forming mechanisms for educating primary school students based on an anthropocentric approach in the process of inclusive education were analytically studied. According to the results of the analysis, the stages of forming an anthropocentric approach in primary school students in the process of inclusive education were identified.

an anthropocentric approach in primary school students in the process of inclusive education, the following factors and their educational, socio-educational impact were found to be significantly important: the professional qualities of the teacher, the idea and content of educational information; the direct or indirect anthropocentric approach of the text; its effectiveness in the process of inclusive education, etc.

an anthropocentric approach to primary school students in the process of inclusive education is as follows:

Stage 1. Improving the professional competence of the teacher based on an anthropocentric approach. At this stage, the professional competence of teachers working in inclusive education classes is improved based on an anthropocentric approach. That is, the professional and personal qualities of the teacher are improved with such qualities as humanity, tolerance, internationalism, empathy, cooperation, respect for the student's personality, sharing, teamwork, compassion, and patience in building relationships. After all, the components of this anthropocentric approach are important for inclusive education.

Stage 2. Conducting targeted explanatory work with the teaching staff and healthy students of the school, as well as the management of the educational institution. This stage is important in organizing an anthropocentric approach in the process of inclusive education. In this case, it is necessary to retrain teachers who provide education in the educational institution on the basis of an anthropocentric approach, conduct explanatory work with healthy children of the school, carry out preventive work, instill the principle of humanity in relations with students with disabilities, and conduct explanatory work with the management of the educational institution on the need to adhere to the principles of friendship, courtesy, and patience in relations with students with disabilities.

Stage 3. Conducting pedagogical trainings with parents or their substitutes. This stage is carried out outside the direct educational process in the family circle. That is, children absorb more advice and elements of upbringing from parents and grandparents in the family circle. Naturally, their influence on children from a psychological point of view is greater. In this regard, if explanatory work is carried out in the family circle, elements of an anthropocentric approach are formed in children faster. The well-known educator SAPolushkina also believes that in order to effectively form an anthropocentric approach in students, it is important to achieve mutual cooperation between the family, school, community, additional educational institutions (or organizations) and that this cooperation has an integrative character. Also, Appendix 4 of our research work contains a seminar-training program conducted with parents in our educational-testing work.

Stage 4. Conducting pedagogical and psychological preventive work with the class team. In the process of inclusive education, it is important to regularly conduct pedagogical and psychological preventive work with the class team. Because children studying in inclusive classes are more likely to experience aggression, fatigue, and stress than children studying in general classes. Also, the role of the class team is high in ensuring that students with disabilities adapt to social life as quickly as possible and establish effective relationships with others.

Stage 5. Continuous use of interactive methods based on humanity, empathy, tolerance, mutual assistance, and a culture of interaction in the lesson process. Interactive methods are effective in forming in students such qualities as humanity, solidarity, compassion, and tolerance, which are considered important elements of the anthropocentric approach. For example,

interactive methods such as “My friend and I”, “Join me”, “Cooperation”, and “I can do it” can be cited.

Step 6. Create opportunities for all children to receive education, taking into account their individual characteristics. In many cases, children with disabilities are shy about expressing their opinions in the educational environment. It is important for the teacher to create an educational environment in which every child, including children with disabilities, can express their opinions. The educational environment is a fundamental condition for upbringing based on an anthropocentric approach in inclusive education.

7. Regularly perform educational tasks that allow for socialization, taking into account the concept of personal space in educational settings. As a continuation of the previous stage, at this stage, it is necessary to carefully and intelligently create the basis for the socialization of a student with limited opportunities, taking into account the inviolability of personal space. It is at this stage that the child becomes more independent in the classroom, expresses his thoughts and enters into relationships.

Students studying in an inclusive education environment will master the following elements of the anthropocentric approach at the end of these stages:

Personal: politeness, having good manners, mutual assistance, respect, not hurting others, helping friends with chores, humanity, not harming people, kindness, consistency, humanity.

General: helping friends with chores, caution, protecting community property, kindness to a disabled person, helping others, friendship, sympathy, mutual assistance, courtesy, consideration, kindness, consistency, harmony, tolerance, kindness, generosity, kindness, generosity, nobility.

From the above, it is clear that in inclusive education, some of the qualities that are manifested in students based on an anthropocentric approach are directly replicated.

These include: mutual assistance, humanity, kindness, and consistency.

It is known that the learner is at the center of the educational process. One of the foundations of inclusive education is the creation of a healthy pedagogical and psychological environment for learners, the protection of students with disabilities from various disadvantages, and the use of all necessary opportunities to demonstrate their individual characteristics.

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