

**DUTIES OF STUDENTS TO EDUCATE STUDENTS IN THE CONDITIONS OF  
INCLUSIVE EDUCATION ON THE BASIS OF ANTHROPOCENTRIC APPROACH**

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**Abstract:** the article describes the tasks of educating students based on the anthropocentric approach in the conditions of inclusive education, the criteria of the anthropocentric approach , the level of education of students based on the anthropocentric approach in the conditions of inclusive education, and the effectiveness of this process.

**Key words :** inclusive education, anthropocentric, foresight, component, adaptation, correction, productive, interactivity

An analysis of state educational standards and regulatory legal documents on improving the education system showed the need to optimize educational and preventive work aimed at educating students based on an anthropocentric approach in inclusive education.

The goal orientation of the system is determined by the achievement of certain results. Goal clarification is done by focusing on a series of questions that the system under development should answer. In order to successfully solve the problem of educating students based on the anthropocentric approach in the conditions of inclusive education, the final result of this process should be clearly reflected. The purpose of the model was determined in the way of educating students based on the anthropocentric approach in the conditions of inclusive education. In the organizational activity-oriented blog of the improved model, the tasks of forming the components of the anthropocentric approach, cooperation, patience, and support are set in the pedagogical activities of the students. The principles of educational activity (intellectual, cognitive, informational, empirical, systematic) are also presented.

This block includes the components of educating students in inclusive education based on an anthropocentric approach (cognitive, activity-related and methodical), the pedagogue's tasks (consultative, motivational, informational, adaptation, correction) and educating students in inclusive education based on an anthropocentric approach the content of methodical support, consisting of tasks of students (reflection, adaptation, manifestation, productivity, interactivity) related to education, is also relevant.

The cognitive component includes several interrelated elements: 1) acquisition; 2) application; 3) generalization. It shows the interconnectedness of the listed processes, reveals their essence and content: the acquisition of knowledge and values related to the anthropocentric approach. This component is also related to the application of the system of knowledge and values related to the education of students based on an anthropocentric approach in the context of inclusive education in the process of analyzing situations and completing tasks, and in the process of developing educational projects to use this knowledge in general is achieved.

The activity component includes the following three elements:

1) to help ;

2) support;

3) giving advice .

This component reveals the relationship between these processes, their content and implementation methods. in the conditions of inclusive education, to help students master preventive methods of educating students based on an anthropocentric approach, using debates, games, etc.; supporting the activity of students as a subject of educating students based on an anthropocentric approach in the conditions of inclusive education, using teaching forms and methods such as training, debate, situational tasks; In the process of educating students based on an anthropocentric approach in the context of inclusive education, giving advice for independent self-expression, developing original educational projects and methodical games, participating in group discussions, completing situational tasks is carried out in the process.

The active component of the pedagogue and inclusive education is a set of mechanisms of mutual movement of students (joint activity, support, problem-solving), pedagogic functions (consultative, motivational, information, adaptation, correction). depending on the organizational forms of implementation of methodical support and the tasks of educating students based on an anthropocentric approach in the conditions of inclusive education (reflection, adaptation, manifestation makes, productive, interactive).

The approach to activity is manifested as a practical-oriented tactic aimed at identifying the mechanism and procedures for organizing the activities of teachers and students in order to achieve the specified goal, revealing the peculiarities of the practical use of the analyzed event.

includes forms, methods and means of educating students based on an anthropocentric approach in the conditions of inclusive education . It is directly related to the cognitive and activity components and represents the methodological basis of their implementation.

the procedural-content block (my friend, my wing, leaves of love, I trust you with my secret, tell me four, my close assistant, loneliness and unity vkh), situational tasks (Solidarity is a hidden secret) , a technological lesson (Educational guarantee of invincibility, Surat for all), analysis of concepts related to the anthropocentric approach (glossary) occupy the main place.

and exhibition tools were selected as means of its implementation . As a process, the educational process, extracurricular activities, and extra classes were chosen. This is explained in more detail in the previous paragraph.

The block on the evaluation of results includes criteria, levels and indicators for determining whether students are educated on the basis of an anthropocentric approach in the conditions of inclusive education.

N.M.Boritzko distinguishes the following features of the criterion: managerial requirements; laws and contradictions of the educational process; an inner governing idea manifested as a belief; application to certain events and processes; interacting and complementing each other within a group of criteria.

there are general requirements for setting criteria and justifying them in pedagogical practice . These criteria, while reflecting the basic laws of personality formation, ensure that quantitative changes in the field of education are transformed into qualitative changes. According to the researchers S.M.Abdurahmonova and Sh.M.Ibragimov, the criterion is "a measure of character evaluation on the basis of which something is evaluated, determined, or classified." Florence

Bailey, in her encyclopedia, defines a criterion as "that which enables us to establish guidelines or principles by which one thing can be distinguished from another." From the above definitions, it is clear that the criterion is to describe and clarify the signs, essences, and the given thing that determine the achievement of the intended goal. It is known that each criterion, based on mutual comparison of certain quality indicators of the analyzed object with the basic significance, reflects one or another level of quality that reflects its characteristic description. An indicator is a discussion of the progress of the process, and a level is the development and importance of the process.

In our opinion, in the conditions of inclusive education, the level of education of students based on the anthropocentric approach and the effectiveness of this process should be carried out based on the set goals and tasks.

Four criteria were distinguished in the research model:

- 1) motivational ;
- 2) reflexive ;
- 3) foresight (expert assessment);
- 4) anthropocentric .

**Motivational.** Motivational assessment is formed directly on the basis of the individual's motive. A motive is a factor that causes the fulfillment of a certain goal in human activity, an internal impulse that appears as a high form of need, encourages a person to act and work. It is important to encourage students' actions, responses, support them, and provide mental motivation based on the idea analyzed in the motivational criterion.

**Reflexivity.** Reflexivity refers to the ability of a person to "achieve the skills of independent, analytical evaluation of the results of their work." In the process of educating students based on the anthropocentric approach in the conditions of inclusive education, the priority of the reflexive criterion allows the students of inclusive education to independently evaluate their activities and individual characteristics.

**Foresight (expert assessment).** Each idea recommended for pedagogical practice is evaluated in terms of its relevance to practice. During the research work, methodical developments referred by small groups separated from this principle, their didactic importance were evaluated by the expert panel. A school psychologist, a teacher of inclusive education, a researcher and his head of the department were appointed as experts.

**Creativity.** In the process of educating students based on the anthropocentric approach, creativity has become important in the conditions of inclusive education. For example, creativity is manifested in a person's "thinking, communication, feelings, certain types of activity? ".

Based on the mentioned criteria, the levels of education of students based on the anthropocentric approach in the conditions of inclusive education were determined.

In the study, the following levels of education of students based on the anthropocentric approach were determined in the conditions of inclusive education: adaptive (low), situational-reproductive (medium), creative (high).

Adaptive (low) Pupils in the process of inclusive education cannot complete educational tasks related to the anthropocentric approach, do not correctly understand the essence of methodical games, cannot analyze situational tasks, fail to distinguish concepts related to the anthropocentric approach and retell it. , cannot group concepts, have difficulty mastering the components of the anthropocentric approach.

Situational-reproductive (secondary) Pupils in the process of inclusive education perform educational tasks related to the anthropocentric approach, understand the essence of methodical games, analyze situational tasks, distinguish concepts related to the anthropocentric approach and retell it, group concepts , have difficulty in mastering the components of the anthropocentric approach.

Creative (high) Pupils easily perform educational tasks related to the anthropocentric approach in the process of inclusive education, quickly understand the essence of methodical games, can analyze situational tasks, distinguish concepts related to the anthropocentric approach and can re-state it, group concepts , makes it easy and free to master the components of the anthropocentric approach.

These levels serve to describe the degree of manifestation of education of students based on the anthropocentric approach in the conditions of inclusive education.

The presented program for determining the level of education of students based on the anthropocentric approach in the conditions of inclusive education was tested on the respondents in the substantiating pilot stage and was used in the educational pilot-trial process that allows to determine the level of development.

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