MAIN DIRECTIONS OF PREPARING FUTURE SPECIAL EDUCATORS FOR THE CORRECTION OF ATTENTION DEFICIT HYPERACTIVITY DISORDER IN CHILDREN

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Annotation

The article substantiates the main directions of training future special educators for the correction of attention deficit hyperactivity disorder (ADHD) in children. The content of the theoretical-methodological, diagnostic, correction-technological, communicative-partnership, personal-psychological and research-innovative directions is revealed, together with the conditions for their implementation in higher education.

Keywords

ADHD, special educator, professional training, correction, inclusive education.

Annotatsiya. Maqolada bo‘lajak maxsus pedagoglarni bolalardagi diqqat yetishmasligi va giperaktivlik sindromini (DYeGS) korreksiyalashga tayyorlashning asosiy yo‘nalishlari ilmiy asoslangan. Nazariy-metodologik, diagnostik, korreksion-texnologik, kommunikativ-hamkorlik, shaxsiy-psixologik va tadqiqot-innovatsion yo‘nalishlarning mazmuni hamda ularni oliy ta'lim jarayonida amalga oshirish shart-sharoitlari yoritilgan.

Kalit so‘zlar: DYeGS, maxsus pedagog, kasbiy tayyorgarlik, korreksiya, inklyuziv ta'lim.

Аннотация. В статье научно обоснованы основные направления подготовки будущих специальных педагогов к коррекции синдрома дефицита внимания и гиперактивности (СДВГ) у детей. Раскрыто содержание теоретико-методологического, диагностического, коррекционно-технологического, комму-

никативно-партнёрского, личностно-психологического и исследовательско-инновационного направлений, а также условия их реализации в вузе.

Ключевые слова: СДВГ, специальный педагог, профессиональная подготовка, коррекция, инклюзивное образование.

INTRODUCTION

Over the past years, inclusive education has become one of the priorities of state policy in Uzbekistan. The Law "On Education" (2020), Presidential Resolution No. PQ-4860 of 13 October 2020 and the ratification of the UN Convention on the Rights of Persons with Disabilities in 2021 have created a legal basis for supporting children with special educational needs in regular and special institutions. Consequently, the requirements for the professional competence of special educators (defectologists) have risen considerably.

Children with attention deficit hyperactivity disorder represent one of the most numerous groups that need such support. According to the systematic review by G. Polanczyk and co-authors (2007), the worldwide prevalence of the disorder among children and adolescents is about 5.3%. The international consensus statement of the World Federation of ADHD (Faraone et al., 2021) confirms that, without adequate help, the disorder is associated with school failure, conflicts in the family and among peers, and later social difficulties.

Practice shows, however, that the topic of ADHD often occupies only a few hours within general courses on developmental disorders. Graduates know the main symptoms but feel insecure when they need to observe a child, plan corrective work, talk to parents or keep calm in a conflict situation. This contradiction between the demands of practice and the actual readiness of graduates determines the relevance of the present study, whose aim is to identify and substantiate the main directions of preparing future special educators for the correction of ADHD in children.

LITERATURE REVIEW

Modern ideas about ADHD are largely based on the theory of R. A. Barkley (2015), who considers the disorder as a deficit of behavioral inhibition and self-regulation. A. Diamond (2013) describes executive functions - inhibitory control, working memory and cognitive flexibility - as the basis of goal-directed behavior and shows that they can be trained through specially organized activity. These works are important for pedagogy because they shift the focus from the child's "bad behavior" to the development of regulatory mechanisms.

A significant body of research is devoted to non-pharmacological interventions. W. Pelham and G. Fabiano (2008) classify behavioral classroom management and behavioral parent training as well-established treatments; the meta-analyses of G. Fabiano et al. (2009) and D. Daley et al. (2014) confirm their positive effect on child behavior and parenting. G. DuPaul and G. Stoner (2014) describe school-based strategies that combine changes in the learning environment with systems of reinforcement.

In the national scientific tradition, the correction of attention and behavior disorders has been considered within special psychology and neuropsychology, with emphasis on the formation of voluntary regulation in joint activity with an adult, going back to the cultural-historical theory of L. S. Vygotsky (1978). At the same time, the structure of university training of special educators for working with this particular category of children has not yet been sufficiently described.

MATERIALS AND METHODS

The study relied on the systemic, competency-based, activity-based and personality-oriented approaches. The following methods were applied: analysis and generalization of psychological, medical and pedagogical literature; analysis of normative documents on inclusive and special education; content analysis of the

curriculum and syllabi of the "Special Pedagogy" bachelor's program; pedagogical observation of students during teaching practice; and generalization of the author's experience of teaching at Namangan State University.

RESULTS

The analysis made it possible to distinguish six interrelated directions of training. Each of them has its own goal, forms a certain group of competencies and requires specific forms of teaching.

Theoretical-methodological direction.

Its goal is to form a scientific understanding of ADHD as a neurodevelopmental disorder of self-regulation and to replace everyday explanations such as "the child is spoiled" or "the parents are to blame". Students study the etiology, presentations and developmental course of the disorder and learn to distinguish evidence-based methods from popular but unproven ones. Problem lectures, analysis of scientific articles, concept maps and seminar discussions are the most suitable forms here.

Diagnostic direction.

This direction prepares students to recognize signs of ADHD during lessons and play, to record behavior in observable terms, to use rating scales and to analyze in which situations problem behavior appears and what maintains it. Students also learn the limits of their role: the clinical diagnosis is made by a physician, while the special educator gives a detailed psycho-pedagogical description. Laboratory classes, video observation and visits to psychological-medical-pedagogical commissions are used.

Correction-technological direction.

This is the core of the training. Students master the organization of a structured and predictable environment, visual schedules, short and clear instructions, division of tasks into steps, positive reinforcement and token systems, planned motor breaks, and games for developing attention, inhibitory control and working memory. The key product of

this direction is an individual correction program designed by the student. Case studies, workshops, simulations and micro-teaching are the leading methods.

Communicative-partnership direction.

The result of correction largely depends on the consistency of the adults around the child. Students learn to explain the nature of the disorder to parents without blaming them, to teach families simple behavioral strategies and to coordinate their actions with teachers, psychologists and doctors. Role plays, mock consultations and joint projects with practice institutions serve this purpose.

Personal-psychological direction.

Work with children with ADHD demands patience, emotional stability and the ability to remain calm during conflicts. Psychological trainings, reflective diaries, supervision and group discussions help students develop tolerance and empathy and protect them from early professional burnout.

Research-innovative direction.

Knowledge about ADHD is renewing rapidly, so a specialist must be able to search for new information, critically evaluate methods and digital tools, and study the effectiveness of his or her own practice. Course and graduation papers, student research circles and small-scale action research are the main forms.

The content analysis of the curriculum showed that the material needed for these directions is scattered across several disciplines. The table below shows how existing courses can support each direction and in which year of study it is most appropriate to place the main emphasis.

Table 1

Interdisciplinary support of the directions of training

Direction	Supporting disciplines	Year of study
Theoretical-methodological	Special psychology, fundamentals of neuropathology, introduction to special pedagogy	1st–2nd
Personal-psychological	General psychology, pedagogical communication, psychological training	1st–4th
Diagnostic	Psychodiagnostics, psychology of children with developmental disorders	2nd–3rd
Correction-technological	Methods of correctional work, inclusive education, special methods of teaching	3rd
Communicative-partnership	Family pedagogy, teaching practice	3rd–4th
Research-innovative	Methodology of pedagogical research, course and graduation papers	3rd–4th

DISCUSSION

During teaching practice we observed that students who studied diagnostic and corrective techniques only theoretically had difficulties when facing real children, whereas those who had analyzed cases and rehearsed techniques in simulations adapted faster and planned sessions more purposefully. This agrees with the activity-based approach: professional abilities are formed in the student's own activity, not in listening alone. Integrative tasks proved especially useful. For example, students receive the following case: "Aziz, a seven-year-old first-grader, leaves his seat several times during each lesson, shouts out answers and rarely finishes written tasks. The teacher reprimands him, but nothing changes." They have to describe the behavior in observable terms, determine when it occurs most often, explain why reprimands do not work and propose measures - seating near the teacher, a visual lesson plan, short portions of written work,

agreed non-verbal signals, motor breaks and a daily report card linking school and home. One such task simultaneously develops the diagnostic, correction-technological and communicative-partnership directions. The effective implementation of the directions requires a number of pedagogical conditions: updating course content with modern data on ADHD; the predominance of interactive and practice-oriented methods; partnership with inclusive schools, special preschools and psychological-medical-pedagogical commissions; a bank of cases, video materials and methodological recommendations in the Uzbek language; and regular assessment of competencies with rubrics and portfolios.

CONCLUSION AND PROPOSALS:

Preparing future special educators for the correction of ADHD in children is a complex process that cannot be reduced to a few lectures about symptoms. The study identified six directions of training - theoretical-methodological, diagnostic, correction-technological, communicative-partnership, personal-psychological and research-innovative - and showed how existing disciplines can support each of them across the four years of study. Based on the results, it is proposed to introduce an elective course on the psycho-pedagogical correction of ADHD, to coordinate the content of related disciplines, to include integrative case tasks in teaching practice and to develop methodological recommendations for students and practicing specialists. Further research will be devoted to criteria for evaluating the formation of each direction and to experimental verification of the proposed system.

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