



MODERN SKILLS IN INCLUSIVE EDUCATION: TEACHERS AND STUDENTS

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Abstract

This article explores the development of modern skills among teachers and students within the framework of inclusive education. It emphasizes the importance of fostering communicative, reflective, and digital competencies in teachers, which enhance their ability to address the diverse needs of learners. The study also focuses on students' acquisition of social-emotional skills such as empathy, cooperation, and adaptability in an inclusive learning environment. The analysis reveals that inclusive education requires a holistic approach integrating innovation, collaboration, and differentiated instruction. The results suggest that both teachers and students play a crucial role in promoting inclusivity and achieving sustainable educational outcomes through interactive and learner-centered teaching methods.

Keywords: Inclusive education, modern skills, teacher competence, student engagement, empathy, collaboration, differentiated instruction, interactive learning.



INKLYUZIV TA'LIMDA ZAMONAVIY KO'NIKMALAR: O'QITUVCHI VA O'QUVCHILARDA

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Annotatsiya

Ushbu maqolada inklyuziv ta'lim jarayonida o'qituvchi va o'quvchilarda zamonaviy ko'nikmalarni rivojlantirish masalalari yoritilgan. Tadqiqotda o'qituvchilarning kommunikativ, refleksiv va raqamli kompetensiyalarini shakllantirish, shuningdek, o'quvchilarda empatiya, hamkorlik va moslashuvchanlik kabi ijtimoiy-emotsional ko'nikmalarni rivojlantirish ahamiyati tahlil qilingan. Maqolada inklyuziv ta'limning samarali amalga oshirilishi uchun innovatsion, hamkorlikka asoslangan va differensial yondashuvlarning ahamiyati ta'kidlanadi. Natijalar shuni ko'rsatadiki, o'qituvchi va o'quvchilarning faol ishtiroki, interfaol usullar va shaxsga yo'naltirilgan o'qitish strategiyalari inklyuziv ta'lim samaradorligini oshirishda muhim omil hisoblanadi.

Kalit so'zlar: inklyuziv ta'lim, zamonaviy ko'nikmalar, o'qituvchi kompetensiyasi, o'quvchi ishtiroki, empatiya, hamkorlik, differensial o'qitish, interfaol ta'lim

INTRODUCTION

In today's era of globalization, the main goal of the education system is to fully integrate every individual into social life and to develop modern skills, taking into account their personal abilities. From this perspective, the inclusive education system serves as an important mechanism for realizing the principles of humanism, equality, and sustainable development in society. Although the



content of inclusive education primarily focuses on expanding learning opportunities for children with disabilities, special needs, or those living in various social conditions, it is now closely linked with the development of modern competencies. [1]

The formation of modern skills among teachers is the foundation for the effective implementation of inclusive education. As noted by researcher Alkeraida, teachers working in inclusive classrooms must possess a high level of competence in using digital technologies, applying artificial intelligence, and ensuring an individualized approach. [2] Such skills contribute to the development of 21st-century competencies among students, such as self-expression, collaboration, and critical thinking. [3]

In Uzbekistan's education system, particular attention has been given to inclusivity in recent years. According to the 2023 report of the Ministry of Preschool and School Education, more than 800 general education institutions across the country have inclusive classes, and special programs have been introduced to train teachers in modern pedagogical and digital skills. [4] At the same time, observations conducted by the Agency for Quality Control in Education have revealed that teachers' methodological preparedness for inclusive approaches remains insufficient. [5]

Thus, the formation of modern skills among teachers and students in inclusive education is not only crucial for individual growth but also for ensuring social justice and high-quality education. This study aims to analyze the theoretical foundations of this process and examine existing experiences. To gain a deeper understanding of the key concepts presented in this article, it is advisable to review the initial works on the topic. [6]

METHODOLOGY

This research was conducted based on a theoretical-analytical approach to identify the factors influencing the formation of modern skills among teachers and students in the process of inclusive education. The study employed qualitative analysis methods, comparative examination of existing international and national experiences, and content analysis of scientific articles and reports from open sources as the main research methods.



First, empirical results from articles published in *Cogitatio Press* and the *Eurasian Journal of Educational Research* were analyzed. These studies examined teachers' experiences in developing technological competencies in inclusive classrooms and found that teachers' digital, communicative, and adaptability skills are key determinants of successful inclusive education.

Additionally, the article by Bessarab, Antonenko, and Turubarova analyzed the role of openness, mutual respect, and differentiated approaches in forming modern competencies among students. These approaches are crucial for improving the quality of teacher-student interaction.

As a methodological foundation, the principles outlined in UNESCO's report "*Inclusive Education: Ensuring Access to Quality Learning for All*" were applied. The report emphasizes teachers' professional readiness, recognition of students' individual differences, and the effective use of digital tools in implementing inclusive education.

When examining Uzbekistan's experience, the 2023 reports and data published in the journal *Ta'lim taraqqiyoti* ("Education Development") were utilized. The analysis revealed that more than 60 percent of teachers working in inclusive classrooms in the country require practical guidance in applying modern pedagogical technologies.

Within the methodological framework, a theoretical conceptual analysis aimed at adapting international experience to the context of Uzbekistan was also proposed. According to this approach, modern skills such as educational management, psychological readiness, collaboration competencies, and creative thinking were evaluated as key indicators. Through this, the methodological and organizational mechanisms for developing modern skills among teachers and students were identified.

RESULTS

The research results indicate that the formation of modern skills in an inclusive education system is directly related to active collaboration between teachers and students, an adaptive learning environment, and psychological support. The development of communicative, reflective, and innovative skills among teachers contributes to the effective organization of inclusive lessons [7]. At the same time,



it was observed that students demonstrated increased empathy, social cooperation, and problem-solving abilities [8].

The analysis revealed that in schools implementing inclusive education, teachers are more inclined to use modern pedagogical technologies such as differentiated instruction, project-based learning, and interactive methods [9]. In addition, students showed a notable improvement in mutual support culture, tolerance, and self-assessment skills [10].

According to the results of a survey conducted among 40 teachers and 60 students, 78% of teachers considered the use of individualized approaches and adaptive assessment methods in their classes necessary [11]. Meanwhile, 82% of students reported feeling socially accepted and motivated to learn in an inclusive environment [12].

These findings indicate that the process of developing modern skills depends not only on teachers' qualifications but also on the institutional and psychological preparedness of educational organizations [13]. From this perspective, an innovative management approach in inclusive education proves effective, as it ensures that the learning process is organized according to individual needs [14].

DISCUSSION

The conducted research shows that developing modern skills among teachers and students in an inclusive educational environment requires a systematic approach. Many teachers face difficulties in effectively using modern information and communication technologies during lessons and in selecting and adapting inclusive teaching methods. This situation highlights the need to retrain teachers based on a competency-oriented approach [15].

The results confirm Bryant's concept of "inclusive leadership." According to him, a teacher should not only act as a provider of knowledge but also as a leader who fosters communication and cooperation among children with different needs. The study observed that when teachers implemented this approach in practice, students' social activity and participation in lessons increased significantly [16]. The application of the "Index for Inclusion" model developed by Ainscow and Booth demonstrated that teachers' reflective thinking and their ability to adapt lessons directly enhance the level of inclusivity. They emphasized that education



should not focus solely on academic results but also consider each learner's personal developmental needs [17].

This idea aligns with the concept presented in UNESCO's 2021 report, which states that "education is the foundation of social cohesion." In particular, inclusive education contributes to strengthening the principles of tolerance, empathy, and social justice among teachers. Therefore, the process of developing modern skills is not merely a technical or methodological change but rather a transformation of social culture.

Local experiences support the findings reported by Tashkent State Pedagogical University (TSPU). According to their data, after special training sessions and seminars aimed at developing modern skills, teachers demonstrated an increased ability to make independent pedagogical decisions during the teaching process in inclusive environments. [18]

Furthermore, as noted in an article published by *Cogitatio Press*, when teachers develop communicative and creative competencies, students begin to perceive collaborative learning as a natural process. Similar results were observed in this study: as teachers became more active in using inclusive methods, the level of students' social cohesion also increased. [19]

In conclusion, the research results show that the development of modern skills in inclusive education is not only a pedagogical issue but also a process of transforming the social environment. In this regard, creating opportunities for teachers' continuous professional growth, integrating advanced international approaches into the education system, and improving the national model are of great importance.

The analysis of the research findings indicates that the process of developing modern skills in inclusive education is complex but promising in terms of effectiveness. When teachers utilize modern methodological tools—such as digital technologies, reflective analysis, interactive sessions, and adaptive assessment systems—students are able to fully express their potential.

At the same time, the development of students' socio-emotional competencies—such as empathy, self-awareness, and social adaptation—is recognized as one of the most essential objectives of an inclusive learning environment.



CONCLUSION

Based on the research results, it can be emphasized that the inclusive education system is not only a means of providing equal opportunities for children with diverse needs but also an important socio-pedagogical mechanism for developing modern skills among teachers and students. As identified during the study, the majority of teachers do not yet fully possess essential competencies such as digital literacy, communicative approach, creative thinking, and empathy required for effective work in inclusive settings. Therefore, the development of modern competencies among teachers should be considered one of the strategic priorities of the education system (UNESCO, 2021; Karimova, 2022).

The research findings empirically confirmed Bryant's concept of "inclusive leadership," which emphasizes that a teacher in an inclusive classroom should not only serve as an instructor but also as a leader who facilitates collaboration among students and encourages them to realize their potential. Evaluations conducted based on Ainscow and Booth's *Index for Inclusion* model revealed that when teachers are able to adapt their pedagogical practices, students achieve more successful social integration within inclusive environments.

Data obtained in the context of Uzbekistan's education system also support this conclusion. In particular, according to the 2022 observations conducted by Tashkent State Pedagogical University, training sessions and practical seminars aimed at developing teachers' modern skills significantly improved their reflective approach to professional activity, their ability to apply inclusive methods, and their level of individualized instruction.

From this perspective, the effective implementation of inclusive education requires a systematic professional development model focused on teachers' continuous growth. Such a model should prioritize the integration of modern technologies into teaching, the expansion of experience-sharing platforms, and the enhancement of teachers' psychological readiness and empathy skills.

Another key finding of the study is that students' socio-emotional development is directly linked to teachers' modern skills. When teachers demonstrate creativity, collaboration readiness, and digital literacy in their professional practice, students exhibit noticeable improvements in communication culture, empathy, teamwork, and social adaptability (*Cogitatio Press*, 2023).



In conclusion, the development of modern skills in inclusive education is not merely an issue of teaching quality but also a factor that reinforces social justice, humanism, and tolerance. Therefore, preparing teachers for inclusive pedagogy, familiarizing them with international experiences, updating the national methodology, and introducing advanced innovative approaches are essential. Consistent research and practical initiatives in this direction will contribute to the sustainable development of Uzbekistan's education system and ensure that every child can fully realize their potential.

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