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## **IMPROVING THE FORMATION OF STUDENTS' READINESS FOR INCLUSIVE EDUCATION IN PROFESSIONAL TRAINING**

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### **Abstract**

Teaching the theoretical foundations of inclusive education, the world experience of inclusive education, providing information about children with different needs, the full manifestation of individuals' own potential.

**Keywords:** Working with a child, the formation of readiness for Inclusive Education, the main types of assistive technologies.

### **MALAKA OSHIRISHDA TINGLOVCHILARNI INKLYUZIV TA'LIMGA TAYYORLIGINI SHAKLLANTIRISNI TAKOMILLASHTIRISH**

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### **Annotatsiya:**

Inklyuziv ta'limning nazariy asoslarini o'rgatish, inklyuziv ta'limning jahon tajribasi, turli ehtiyojlarga ega bo'lgan bolalar haqida ma'lumot berish, shaxslarning o'z salohiyatlarini to'liq namoyon etishi.



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**Аннотация:**

Обучение теоретическим основам инклюзивного образования, мировому опыту инклюзивного образования, информирование детей с различными потребностями, полное раскрытие личностями своего потенциала.

**Kalit so‘zlar:** Bola bilan ishlash, inklyuziv ta’limga tayyorligini shakllantirish, assistiv texnologiyalarning asosiy turlari

**Ключевые слова:** Работа с ребенком, формирование готовности к инклюзивному обучению, основные виды вспомогательных технологий

To improve the formation of readiness for inclusive education, it is necessary to work in the following areas:

Creating an inclusive environment in educational institutions

- Adapting infrastructure: Providing educational institutions with equipment that is convenient for children with disabilities (ramps, elevators, adapted toilets).

- Adapting educational materials: Adapting educational programs and materials to different needs (for example, Braille, large print, audiobooks).

- Providing special equipment and technologies: Providing technical means (hearing aids, vision devices, computers) that assist in the educational process.

2. Training of teachers and educators

- Advanced training courses: Organizing advanced training courses for teachers on theoretical and practical aspects of inclusive education.

- Special education methods: Train teachers in teaching methods adapted to work with children with different needs.

- Psychological preparation: Train teachers to be patient, empathetic and committed to the ideas of inclusion.

3. Strengthening cooperation with parents

- Seminars and trainings for parents: Provide information on the benefits of inclusive education, ways to develop their children's abilities and ways to cooperate with the school.

- Consulting services for parents: Organize free consulting services by psychologists, educators and specialists.



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- Involving parents in the educational process: Invite parents to participate in school events, lessons and other activities.

4. Preparing students

- Inclusion classes: Organize special classes to instill the ideas of inclusion, tolerance and respect in all students.

- Promoting collaboration: Encouraging students to work in groups, help each other, and participate in various projects.

- Communication with students with disabilities: Teaching students to communicate appropriately with and support their peers with disabilities.

5. Public awareness and advocacy

- Media campaigns: Preparing articles, TV shows, and radio programs to inform the general public about the benefits and importance of inclusive education.

- Social advertising videos: Showing videos promoting inclusion.

- Research and information: Conduct scientific research on the effectiveness and impact of inclusive education and widely disseminate the results.

6. Improving legislation and policy

- Adapting legislation to the requirements of inclusion: Amending and improving laws in the field of education in accordance with the principles of inclusion.

- State programs: Developing and implementing state programs aimed at supporting inclusive education.

- Financial support: Allocating sufficient funds for the development of inclusive education.

Improving the formation of readiness for inclusive education is a complex and multifaceted process that requires the involvement of educational institutions, teachers, parents, students and all members of society. By systematically working in the above areas, the successful development of inclusive education in society can be achieved.

Inclusive education is a process of development of general education, which implies the availability of education for all in terms of adaptation to the different needs of all children, which provides access to education for children with special needs. Inclusive education is a term used to describe the process of educating children with special needs in mainstream schools. Inclusive (French inclusive - including, Latin include - I conclude, including) or inclusive education is a term



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used to describe the process of educating children with special needs in general education (public) schools. Inclusive education is based on an ideology that excludes any discrimination against children, ensures equal treatment of all people, but creates special conditions for children with special educational needs.

Principles of inclusive education:

- the value of a person does not depend on his abilities and achievements;
- every person is capable of feeling and thinking;
- everyone has the right to communicate and be heard;
- all people need each other;
- real education can only be realized in conditions of real relationships;
- all people need the support and friendship of their peers;
- for all students, the possibility of achieving what they are capable of is greater than failure;
- diversity improves all aspects of human life.

The inclusive education system includes secondary, secondary specialized, vocational educational institutions.

Its goal is to create an environment without barriers for the education and training of children, taking into account the diversity of individual educational needs and individual capabilities. This set of measures involves the technical equipment of educational institutions and the development of special training courses for teachers and other students aimed at developing their interaction with persons with disabilities.

Formation of listeners' readiness for inclusive education is a complex and multifaceted process, which includes the following:

Firstly: Formation of knowledge:

In this regard, it is necessary to teach the listener the theoretical foundations of inclusive education, develop their knowledge and readiness about the philosophy, principles and goals of inclusive education, the difference between inclusion and segregation. When we pay attention to the world experience of inclusive education, we must first familiarize ourselves with legislative and regulatory documents. We will not be mistaken if we say that the Law of the Republic of Uzbekistan "On Education", the Law "On the Rights of Persons with Disabilities", and other documents regulating inclusive education are the main



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sources for forming listeners' readiness for inclusive education. We provide listeners with information about children with different needs. Detailed information about the types of children with disabilities: vision, hearing, musculoskeletal, mental, spiritual, developmental delays, gifted children, and children with other special needs will form the basis for building the listeners' skills.

In developing skills, we should consider the following:

Developing an Individual Education Plan (IEP), identifying the child's needs, Setting learning goals. Selecting teaching methods and materials. Determining assessment methods. Adapting the learning environment, Adapting the physical environment (organization of the classroom, equipment, lighting) Adapting teaching materials (fonts, pictures, simplicity of text), Adapting time (extra time, breaks) should be emphasized. In addition, the use of various methods and technologies, Differentiated learning, Group learning, Project work, Assistive technologies are important for identifying the child's needs.

When paying attention to communication skills in working with children, communication with parents, cooperation with colleagues, and communication skills with children should be taken as the main process. At the stage of relationship formation, we intend to cultivate a direct positive attitude. It is well known that by understanding the value of every child and the importance of inclusive education, it is advisable to develop a correct attitude towards disabilities, empathy, understanding and accepting children's feelings. to share the pain of others, to strengthen self-confidence, to believe in one's own strength. Methods for forming readiness to solve problems also directly help to understand the participants of inclusive education.

Interactive learning, discussions, group work in teaching.

Role-playing games (if possible), Case studies are considered suitable methods.

From practical exercises - drawing up ITR, adapting educational materials, drawing up a lesson plan,

Exchange of experience, - Visiting inclusive schools, getting acquainted with successful experiences, participating in webinars and conferences will be in line with the goal.



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In terms of self-study, it is recommended that listeners participate in the following stages.

- Reading literature on inclusive education.
- Participating in online courses.
- Watching video materials.

Assessment of readiness:

Listeners should pay attention to the following when assessing knowledge.

Including:

Tests, Questions and Answers, Essays,

At the same time, participants in inclusive education should be given practical tasks in assessing skills, lesson plan analysis, ITR analysis, attitude assessment, interviews, Observations, Questionnaires, Success factors:

- Leadership support:
- Commitment to inclusive education.
- Resource allocation.
- Teacher motivation:
- Personal interest.
- Professional growth opportunities.
- Calibration:
- Between teachers, parents, specialists and public organizations.
- Continuing education:
- Continuous professional development.
- Mastering new knowledge and skills.

This integrated approach allows you to successfully prepare students for inclusive education.

The role of Assistive Technologies in forming students' readiness for inclusive education is invaluable. Assistive Technologies (AT) are equipment, software and systems that help people with disabilities perform various activities. They are aimed at expanding their capabilities, increasing their independence and improving their quality of life.

The main types of assistive technologies:

First, AT for mobility:

Crutches, canes and walkers: Provide support and balance.



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Wheelchairs (mechanical and electric): Enable independent mobility.

Scooters: Convenient for long distance travel.

Car adaptation: Adjusting the steering wheel, pedals, and other controls.

Vehicle adaptation: Elevators, ramps, and other devices.

Secondary Vision:

Magnifiers and magnifiers: Helps you see small text.

Braille displays and printers: Allows people with visual impairments to access and print information in Braille.

Screen readers: Converts text on a computer screen into audio.

Screen magnifiers: Magnifies the image on the screen.

Audiobooks: Allows you to hear text.

Digital books: Allows you to adjust font size and contrast.

Special software for the blind: Helps you use your computer effectively.

Third, AT for Hearing:

Hearing aids: Improve hearing.

Cochlear implants: Enable people with severe hearing loss to hear.

FM systems: Help people hear better in noisy environments.

Telecommunications equipment: Adapt telephones and other communication devices.

Subtitles: Help people understand videos and television programs.

Sign language interpreters: Make communication easier for people who know sign language.

Fourth, AT for Communication:

Communication charts and books: Help people express ideas using pictures, symbols, or words. Speech synthesizers: Convert text into sound. Dynamic display communication devices: Enable people to store and express large numbers of words and sentences.

Control devices: Control communication devices using eye movements, head movements, or other physical movements. Fifth, IT for Mental Activity:

Memory Enhancers: Reminders, Calendars, Voice Memos.

Organizational Tools: Helps with task completion, time management, and information organization. Attention Aids: Noise Blocking, Focusing Apps.



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Reading and Writing Aids: Spell Checking, Word Descriptions, Text-to-Speech. Sixth, IT for Computer Use: Keyboard and Mouse Alternatives: Large Buttons, Specially Shaped Keyboards, Trackballs, Joysticks.

Voice control programs: Control a computer using voice. On-screen keyboards: Press keys using a mouse or other cursor control device.

Adaptive switches: Enable people with physical disabilities to control a computer.

Important considerations when choosing assistive technologies:

Personal needs: IT should meet the specific needs of the individual.

Accessibility: IT should take into account the individual's existing capabilities.

Ease of use: IT should be easy and convenient to use.

Price: The price of IT should be appropriate for the individual's financial capabilities.

Availability: IT should be available for purchase or rental.

Technical support: Technical support should be available for installing, configuring, and repairing IT.

Benefits of using assistive technologies:

Increased independence: Expands individuals' ability to self-serve, study, work, and play. Empowerment: Helps individuals reach their full potential. Improving quality of life: Helps individuals participate actively in society, education, employment, and health.

Assistive technologies can be life-changing tools for individuals with disabilities. They help individuals live independent, active, and fulfilling lives. Preparing learners for inclusive education is a complex and ongoing process. This process involves not only acquiring knowledge and skills, but also developing positive attitudes. Readiness for inclusive education includes:

Knowledge: Knowledge of the theoretical foundations of inclusive education, legislation and regulations, and children with diverse needs.

Skills: Developing an individualized education plan, adapting the learning environment, using different methods and technologies, communication skills.

Attitude: Belief in the value of each child, understanding the importance of inclusive education, appropriate attitudes towards disabilities, empathy, self-confidence.



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Interactive learning, practical exercises, sharing experiences, and self-study methods can be used to build readiness. Success factors include leadership support, teacher motivation, collaboration, and continuous learning.

Successfully preparing students for inclusive education not only improves the quality of education, but also serves to strengthen the principles of inclusion and equality in society. This allows all children to fully realize their potential and actively participate in society.

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