



IMPROVING THE METHODOLOGY FOR DEVELOPING TRAINEES' PROFESSIONAL READINESS FOR INCLUSIVE EDUCATION IN THE PROCESS OF PROFESSIONAL DEVELOPMENT

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Abstract

This article examines the improvement of methodological approaches for developing trainees' professional readiness for inclusive education in the process of professional development. The relevance of the study is determined by the growing need to prepare teachers who are able to work effectively with learners with diverse educational needs, create an inclusive classroom environment, and apply differentiated pedagogical strategies. The article analyzes the content of professional readiness as an integrated quality that includes theoretical knowledge, practical skills, positive attitudes, communicative competence, and reflective ability. Special attention is given to the role of professional development courses in updating teachers' pedagogical thinking, strengthening their competence in inclusive education, and helping them master modern instructional technologies. The study emphasizes that the effectiveness of inclusive education depends not only on legal and institutional support, but also on the methodological quality of teacher training. The proposed approach is aimed at improving the content, forms, methods, and assessment criteria of professional development programs.

Keywords: Inclusive education, professional readiness, professional development, teacher training, pedagogical competence, differentiated instruction, methodological improvement, reflective practice.



MALAKA OSHIRISH JARAYONIDA TINGLOVCHILARNING INKLYUZIV TA'LIMGA KASBIY TAYYORGARLIGINI SHAKLLANTIRISH METODIKASINI TAKOMILLASHTIRISH

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Annotatsiya

Ushbu maqolada malaka oshirish jarayonida tinglovchilarning inklyuziv ta'limga kasbiy tayyorgarligini shakllantirish metodikasini takomillashtirish masalasi tahlil qilinadi. Tadqiqotning dolzarbligi turli ta'lim ehtiyojlariga ega bo'lgan o'quvchilar bilan samarali ishlay oladigan, inklyuziv ta'lim muhitini yaratadigan va differensial pedagogik yondashuvlarni qo'llay oladigan pedagoglarni tayyorlash zarurati bilan belgilanadi. Maqolada kasbiy tayyorgarlik nazariy bilimlar, amaliy ko'nikmalar, ijobiy munosabat, kommunikativ kompetensiya va refleksiv qobiliyatni o'z ichiga oluvchi integrativ sifat sifatida yoritiladi. Malaka oshirish kurslarining pedagoglarning kasbiy tafakkurini yangilash, inklyuziv ta'lim bo'yicha kompetensiyalarini mustahkamlash va zamonaviy ta'lim texnologiyalarini o'zlashtirishdagi o'rni alohida ko'rib chiqiladi. Tadqiqotda inklyuziv ta'lim samaradorligi nafaqat huquqiy va tashkiliy qo'llab-quvvatlashga, balki pedagoglarni tayyorlash metodikasining sifatiga ham bog'liq ekanini asoslanadi.

Kalit so'zlar: inklyuziv ta'lim, kasbiy tayyorgarlik, malaka oshirish, pedagog tayyorlash, pedagogik kompetensiya, differensial ta'lim, metodik takomillashtirish, refleksiv amaliyot.

INTRODUCTION

Inclusive education has become one of the central directions in the modernization of contemporary education systems, because it is directly connected with the principles of equality, social justice, human dignity, and access to quality learning for every child. In the context of pedagogical education, the development of



teachers' professional readiness for inclusive education is not limited to the acquisition of theoretical information about children with special educational needs. It also requires the formation of practical skills, ethical attitudes, communicative flexibility, methodological creativity, and the ability to organize a learning environment in which all learners can participate actively. Therefore, professional development courses play an important role in improving the competence of practicing teachers and preparing them to respond effectively to the diverse needs of learners.

In Uzbekistan, the development of inclusive education is closely related to broader reforms in the education system, the improvement of teacher training, and the gradual introduction of learner-centered pedagogical approaches. The transition toward inclusive practice requires teachers to reconsider traditional teaching methods and to use differentiated, adaptive, and collaborative strategies. However, many teachers still face difficulties in identifying individual educational needs, adapting teaching materials, organizing interaction between learners, assessing progress fairly, and cooperating with parents and specialists. These challenges show that the methodology used in professional development programs should be systematically improved.

Professional readiness for inclusive education may be understood as an integrated personal and professional quality that combines knowledge, skills, values, motivation, and reflective competence. A teacher who is professionally ready for inclusive education understands the psychological, pedagogical, and social characteristics of learners with different needs, respects their individuality, and can design instruction according to their abilities. Such readiness also includes the ability to prevent discrimination, create a supportive classroom atmosphere, apply assistive and digital technologies, and evaluate learning outcomes through flexible assessment tools. For this reason, the process of professional development should be based on a combination of theoretical learning, practical training, case analysis, microteaching, observation, self-assessment, and reflective discussion.

The relevance of this topic is explained by the fact that inclusive education cannot be implemented effectively only through administrative decisions or formal regulations. Its success depends primarily on the teacher's professional position,



methodological preparedness, and ability to transform inclusive principles into daily pedagogical practice. If professional development programs are organized only as lectures or general information sessions, they may not produce deep changes in teachers' practice. Therefore, the content and structure of such programs should be enriched with interactive methods, problem-based tasks, simulation activities, practical cases, and criteria for measuring professional growth.

The purpose of this article is to analyze ways of improving the methodology for developing trainees' professional readiness for inclusive education in the process of professional development. The study focuses on the pedagogical conditions, methodological components, instructional strategies, and assessment mechanisms that can increase the effectiveness of training programs. The article also emphasizes the importance of connecting professional development with real classroom practice, because inclusive competence becomes meaningful only when it is reflected in the teacher's ability to support every learner's participation, progress, and social integration.

METHODS

The methodological basis of this study is formed by a qualitative and practice-oriented analysis of the process of developing trainees' professional readiness for inclusive education within professional development courses. The study relies on the idea that readiness for inclusive education should be examined not as a single skill, but as a complex pedagogical formation that includes cognitive, motivational, operational, communicative, and reflective components. Therefore, the research approach combines theoretical analysis, pedagogical observation, content analysis of professional development programs, and the generalization of practical experience in teacher training.

At the first stage, scientific and methodological literature on inclusive education, teacher professional development, differentiated instruction, and competence-based learning was analyzed. This made it possible to clarify the essence of professional readiness for inclusive education and identify the main requirements for teachers working in inclusive classrooms. Special attention was paid to the concepts of learner-centered education, individualization, universal design for



learning, cooperation with parents and specialists, and the use of adaptive teaching strategies. The analysis showed that professional readiness should include not only knowledge about inclusive education, but also the ability to apply this knowledge in real pedagogical situations.

At the second stage, the content of professional development courses was examined from the point of view of its relevance to inclusive education. The analysis focused on whether the course materials helped trainees understand the needs of learners with disabilities and special educational needs, whether they included practical tasks, and whether they encouraged teachers to reflect on their own professional experience. The study considered such elements as lecture content, seminar topics, practical assignments, case studies, assessment tools, and independent learning tasks. This allowed the identification of methodological gaps in the organization of training.

At the third stage, pedagogical observation and informal interviews with trainees were used to determine the difficulties teachers face in mastering inclusive approaches. The main difficulties were connected with adapting educational materials, organizing group work in mixed classrooms, selecting appropriate assessment criteria, using assistive technologies, and establishing effective cooperation with parents. These difficulties were interpreted as indicators showing which aspects of professional development methodology require improvement.

The study also used a component-based model of professional readiness. The cognitive component reflected knowledge of inclusive education principles, legal foundations, learner diversity, and pedagogical support methods. The motivational component reflected teachers' positive attitude toward inclusion and their willingness to work with all learners. The operational component included practical skills in planning, adapting, teaching, and assessing. The communicative component was related to cooperation with learners, parents, colleagues, psychologists, and special educators. The reflective component included the ability to analyze one's own teaching practice and make necessary improvements. To improve the methodology, the study proposed the use of interactive seminars, problem-based learning, microteaching, practical cases, role-playing, collaborative lesson design, reflective diaries, and portfolio assessment. These



methods were selected because they connect theoretical knowledge with practical action. The effectiveness of the proposed approach was evaluated through changes in trainees' understanding, participation in practical tasks, self-assessment results, and their ability to design inclusive lesson fragments. Thus, the research methodology made it possible to examine professional readiness as a dynamic process that develops gradually through knowledge, practice, reflection, and methodological support.

Results. The results of the study show that the development of trainees' professional readiness for inclusive education becomes more effective when professional development courses are organized on the basis of an integrated methodological model. This model should combine theoretical knowledge, practical exercises, reflective analysis, and assessment of professional growth. The analysis revealed that traditional forms of professional development, especially lecture-based sessions, are not sufficient for forming stable inclusive competence. They provide general information about inclusive education, but they do not always help trainees transform this knowledge into practical pedagogical actions. Therefore, the improvement of methodology requires a stronger connection between course content and real classroom situations.

The first important result is related to the cognitive component of professional readiness. Trainees demonstrated a better understanding of inclusive education when the course content included not only definitions and legal principles, but also concrete pedagogical explanations of learner diversity, individual educational needs, adaptation of materials, and differentiated instruction. When theoretical information was supported by examples from school practice, trainees were able to understand inclusion as a practical pedagogical process rather than only as a social or legal requirement. This indicates that the cognitive component should be formed through contextualized learning, where each concept is connected with a real teaching situation.

The second result concerns the motivational and value-based component. The study showed that trainees' attitudes toward inclusive education improved when training sessions included discussions about equality, respect for individual differences, social integration, and the teacher's ethical responsibility. In many cases, teachers' initial uncertainty was connected not with negative attitudes, but



with lack of methodological confidence. When trainees were given practical tools and examples, their willingness to work in inclusive classrooms increased. This proves that motivation is strengthened when teachers feel that inclusive education is not an abstract demand, but a professionally manageable process.

The third result is connected with practical skills. Trainees showed noticeable progress when they worked with case studies, developed adapted lesson plans, participated in role-playing activities, and analyzed possible classroom difficulties. These activities helped them practice how to adapt tasks, organize pair and group work, support learners with different abilities, and use flexible assessment criteria. Microteaching was especially useful because it allowed trainees to test inclusive strategies in a safe training environment and receive feedback from peers and instructors. As a result, trainees became more confident in planning and conducting inclusive lessons.

The fourth result is related to communication and cooperation. Inclusive education requires teachers to interact not only with learners, but also with parents, psychologists, speech therapists, special educators, school administrators, and other specialists. The study found that professional development courses should include training in pedagogical communication, conflict prevention, consultation with parents, and teamwork. Trainees who practiced communication scenarios were better prepared to solve practical problems connected with learner support and classroom interaction.

The fifth result concerns reflection and self-assessment. Reflective diaries, portfolio tasks, and group discussions helped trainees evaluate their own professional growth and identify areas that require further development. Reflection encouraged them to move from passive reception of information to active professional self-analysis. The study confirmed that professional readiness for inclusive education develops gradually and becomes stable when trainees are regularly involved in practical action, feedback, and reflection. Therefore, the improved methodology should be based on a continuous cycle of knowledge acquisition, practical application, analysis, correction, and professional improvement.



RESULTS

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DISCUSSION

The results of the study indicate that improving the methodology for developing trainees' professional readiness for inclusive education should be understood as a systemic pedagogical process. Inclusive education is not only a separate topic in professional development programs, but a broader professional orientation that changes the teacher's understanding of teaching, learning, assessment, communication, and classroom management. For this reason, professional



development courses should move beyond general theoretical explanations and focus on the practical transformation of teachers' pedagogical activity. A teacher may know the basic principles of inclusion, but without methodological tools this knowledge remains formal and does not influence classroom practice.

One of the most important issues is the balance between theory and practice. Theoretical knowledge is necessary because teachers need to understand the legal, psychological, social, and pedagogical foundations of inclusive education. However, theory becomes effective only when it is connected with real teaching tasks. For example, trainees should not only learn what differentiated instruction means, but also practice how to modify tasks, prepare alternative materials, organize flexible grouping, and evaluate learners according to their individual progress. In this sense, professional development must be based on active learning methods that involve trainees in problem solving, lesson planning, case analysis, and reflective discussion.

Another significant aspect is the development of positive professional attitudes toward inclusive education. In practice, some teachers may experience fear, uncertainty, or resistance because they do not feel prepared to work with learners who have diverse needs. This problem cannot be solved only by administrative requirements. It requires psychological and methodological support during professional development. When trainees analyze successful inclusive practices, discuss ethical aspects of teaching, and receive clear methodological recommendations, their professional confidence increases. Therefore, the motivational component should be strengthened through values-based education, peer exchange, and practical demonstrations of effective inclusive strategies.

The study also shows that inclusive readiness depends on the teacher's ability to cooperate with different participants of the educational process. Inclusive education cannot be implemented by one teacher alone. It requires cooperation among teachers, parents, psychologists, special educators, school administration, and community representatives. Professional development programs should therefore include modules on teamwork, pedagogical communication, parent consultation, and interdisciplinary cooperation. Such training helps teachers understand that inclusive education is a collective responsibility and that



coordinated support increases the learner's chances of academic and social success.

Assessment is another area that requires methodological improvement. Traditional assessment often focuses on uniform results and may not fully reflect the progress of learners with different abilities. In inclusive education, assessment should be flexible, formative, and oriented toward individual development. Trainees should learn how to use observation, portfolio assessment, self-assessment, peer assessment, and criterion-based evaluation. These tools make it possible to recognize small but meaningful progress and to adjust teaching strategies according to learners' needs.

Overall, the discussion confirms that the improvement of professional development methodology should be based on competence-based, practice-oriented, and reflective approaches. The most effective model is one that integrates knowledge, motivation, action, communication, and reflection. Such a model helps trainees develop not only awareness of inclusive education, but also real professional readiness to organize inclusive learning environments. In the conditions of pedagogical universities and professional development institutions, this approach can contribute to the preparation of teachers who are able to ensure equal participation, support individual growth, and promote social inclusion through education.

CONCLUSION

The improvement of the methodology for developing trainees' professional readiness for inclusive education in the process of professional development is an important pedagogical task that directly influences the quality of inclusive practice in schools. The study shows that professional readiness cannot be formed only through the transmission of theoretical information. It requires a purposeful, systematic, and practice-oriented organization of training in which trainees acquire knowledge, master practical strategies, develop positive attitudes, improve communication skills, and learn to reflect on their own pedagogical activity. Inclusive education becomes effective when teachers are not only informed about its principles, but also prepared to apply them in real classroom conditions.



The analysis confirms that professional readiness for inclusive education should be considered as an integrated competence. Its cognitive component includes knowledge about inclusive education, learner diversity, special educational needs, differentiated instruction, and pedagogical support. Its motivational component reflects the teacher's willingness to accept diversity, respect every learner, and build an educational process based on equality and human dignity. Its operational component is expressed in the ability to plan inclusive lessons, adapt teaching materials, use flexible methods, apply assistive and digital technologies, and assess learners according to their individual progress. Its communicative component includes cooperation with learners, parents, colleagues, psychologists, special educators, and school administration. Its reflective component allows teachers to analyze their own practice, identify difficulties, and improve their professional actions.

The results of the study indicate that professional development courses should be enriched with interactive and practical methods. Case studies, problem-based learning, microteaching, role-playing, collaborative lesson design, reflective diaries, portfolio tasks, and practical analysis of classroom situations are especially effective. These methods help trainees understand inclusive education as a real pedagogical process rather than as a formal requirement. They also create opportunities for teachers to test inclusive strategies, receive feedback, correct mistakes, and increase professional confidence. In this regard, the methodology of professional development should be based on the unity of theory, practice, reflection, and assessment.

It is also important to emphasize that inclusive education requires a change in professional thinking. Teachers should move from a uniform approach to a flexible and learner-centered approach. This means that the educational process must be organized according to the abilities, interests, needs, and developmental possibilities of each learner. Professional development programs should therefore prepare teachers to design individual and group support mechanisms, create a psychologically safe classroom environment, prevent discrimination, and ensure the active participation of all learners.

Thus, improving the methodology for developing trainees' professional readiness for inclusive education contributes to the modernization of teacher training and



strengthens the practical implementation of inclusive principles. In pedagogical universities and professional development institutions, this approach may serve as an effective basis for preparing teachers who are able to combine professional competence with social responsibility. The study concludes that inclusive readiness develops gradually through knowledge, motivation, practice, cooperation, and reflection. Therefore, professional development should be continuous, competence-based, and closely connected with the real needs of educational practice.

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