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ixtisoslashgan ilmiy jurnal

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EXPERIMENTAL STUDY OF DEVELOPING STUDENTS' INCLUSIVE READINESS IN HIGHER EDUCATION PEDAGOGY BASED ON A COMPETENCY APPROACH

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Abstract: This paper examines the challenge of developing inclusive readiness among pedagogy students in higher education through a competency-based approach. Through literature analysis, the study identifies key competencies necessary for future teachers to effectively work in inclusive educational environments. The research highlights significant gaps between theoretical training and the practical application of inclusive education principles. The findings suggest that incorporating specific competency frameworks into teacher education programs can significantly enhance students' readiness for inclusive pedagogy. Recommendations include curriculum restructuring, strengthening practical components, and developing assessment tools that measure inclusive competencies more effectively.

Key words: inclusive education, teacher preparation, competency-based approach, higher education, pedagogical competencies, inclusive readiness.

Annotatsiya: Ushbu maqolada vakolatli yondashuv yordamida pedagogika universitetlari talabalarida inklyuziv tayyorgarlikni rivojlantirish muammosi ko'rib chiqiladi. Adabiyot tahlili asosida tadqiqot kelajakdagi o'qituvchilar uchun inklyuziv ta'lim muhitida samarali ishlashi uchun zarur bo'lgan asosiy vakolatlarni aniqlaydi. Tadqiqot nazariy tayyorgarlik va inklyuziv ta'lim tamoyillarini amaliy qo'llash o'rtasidagi sezilarli muammolarni ochib beradi. Olingan natijalar shuni ko'rsatadiki, pedagogik ta'lim dasturlariga ma'lum vakolatlar doirasini kiritish o'quvchilarning inklyuziv pedagogikaga tayyorligini sezilarli darajada oshirishi mumkin. Tavsiyalar o'quv dasturlarini qayta tuzish, amaliy komponentlarni kuchaytirish va inklyuziv kompetensiyalarni samaraliroq baholash vositalarini ishlab chiqishni o'z ichiga oladi.

Kalit so'zlar: inklyuziv ta'lim, o'qituvchilarni tayyorlash, kompetensiyaga asoslangan yondashuv, oliy ta'lim, pedagogik vakolatlar, inklyuziv tayyorgarlik.

Аннотация: В данной статье рассматривается проблема развития инклюзивной готовности у студентов педагогических вузов с помощью компетентностного подхода. На основе анализа литературы в исследовании определены ключевые компетенции, необходимые будущим учителям для эффективной работы в инклюзивной образовательной среде. Исследование выявляет значительные пробелы между теоретической подготовкой и практическим применением принципов инклюзивного образования. Полученные результаты свидетельствуют о том, что включение определенных рамок компетенций в программы педагогического образования может значительно повысить готовность студентов к инклюзивной педагогике. Рекомендации включают реструктуризацию учебных программ, усиление практических компонентов и разработку инструментов оценки, которые более эффективно измеряют инклюзивные компетенции.

Ключевые слова: инклюзивное образование, подготовка учителя, компетентностный подход, высшее образование, педагогические компетенции, инклюзивная готовность.

INTRODUCTION

The global shift toward inclusive education has placed new demands on teacher preparation programs, requiring them to equip future educators with the knowledge, skills, and attitudes necessary to meet diverse learning needs ^[1: 45]. Despite widespread recognition of the importance of inclusion, research indicates significant disparities between the theoretical understanding and practical implementation of inclusive principles in educational settings ^[2: 112]. This gap between theory and practice suggests that traditional approaches to teacher preparation may be insufficient for developing comprehensive inclusive competencies.

The concept of "inclusive readiness" encompasses not only theoretical knowledge but also practical skills, adaptive attitudes, and reflective capabilities necessary for creating inclusive learning environments ^[3: 78]. The



competency-based approach has emerged as a promising framework for addressing this challenge, as it focuses on measurable outcomes and practical application rather than merely theoretical knowledge acquisition.

This paper aims to examine the problem of developing inclusive readiness among pedagogy students in higher education through a competency-based approach. By analyzing existing literature and theoretical frameworks, this study seeks to identify key competencies required for effective inclusive education and propose strategies for their development within teacher preparation programs.

LITERATURE REVIEW

This research employed a comprehensive literature review methodology, analyzing scholarly articles, books, policy documents, and educational standards from Uzbek, Russian, and international sources. The literature search was conducted using academic databases, including ERIC, Scopus, Web of Science, and the Scientific and Technical Information Library of Uzbekistan, with key search terms such as “inclusive education,” “teacher preparation,” “competency-based approach,” and “pedagogical competencies” in multiple languages.

The analysis focused on identifying competency frameworks for inclusive education, examining gaps in current teacher preparation programs, and synthesizing effective approaches for developing inclusive readiness. The selected literature was categorized according to geographical context (Uzbek, Russian, and international sources), educational level (pre-service and in-service teacher education), and methodological approach (theoretical, empirical, and policy-oriented studies).

The analytical framework employed in this study was guided by the UNESCO (2017) guidelines on inclusive teacher education [4: 23], which outline four domains of competencies: values and principles, knowledge and understanding, skills and abilities, and critical reflection and personal development. This framework was used as a basis for identifying and organizing the competencies necessary for inclusive readiness.

RESEARCH METHODOLOGY

This study employs a mixed-methods approach to examine the development of students' inclusive readiness in higher education pedagogy based on a competency-based approach. A combination of qualitative and quantitative methods ensures a comprehensive understanding of the subject. The research involves undergraduate and graduate students enrolled in pedagogy programs at higher education institutions. A purposive sampling method is used to select participants with varying levels of prior exposure to inclusive education. Quantitative data is collected through structured surveys assessing students' knowledge, attitudes, and self-efficacy in inclusive education. Additionally, qualitative data is obtained through semi-structured interviews and focus group discussions to explore students' perceptions and experiences in competency-based learning environments. Quantitative data is analyzed using descriptive and inferential statistics, including mean comparisons and correlation analysis. Qualitative data is examined through thematic analysis to identify key trends and insights related to students' inclusive readiness. All participants provide informed consent, and confidentiality is maintained throughout the study. The research adheres to ethical guidelines in educational research to ensure participant well-being and data integrity.

ANALYSIS AND RESULTS

The literature analysis revealed several key findings regarding the development of inclusive readiness through a competency-based approach. First, research consistently indicates that effective inclusive education requires a complex set of interconnected competencies that extend beyond mere knowledge acquisition [5: 88]. These competencies include: (1) understanding the philosophical and legal foundations of inclusion, (2) recognizing diverse learning needs, (3) adapting curriculum and teaching strategies, (4) collaborating with specialists and families, and (5) critically reflecting on inclusive practices.

The review of Uzbek educational literature revealed that while inclusion is increasingly acknowledged as important, teacher preparation programs often emphasize theoretical aspects over practical application [6: 156]. Matrasulov's (2020) analysis of pedagogical universities in Uzbekistan found that only 23% of teacher preparation programs included specific courses on inclusive education, and these courses primarily focused on theoretical knowledge rather than practical competencies [7: 45].

International literature suggests that the effective development of inclusive readiness requires an integrated approach where inclusive principles are embedded throughout the curriculum rather than isolated in specialized courses [8: 204]. This approach allows students to develop competencies progressively and contextually, applying inclusive principles across various subject areas and educational contexts.

The competency-based approach offers several advantages for developing inclusive readiness. First, it emphasizes measurable outcomes and practical application, allowing for more effective assessment of



students' capabilities^[9: 67]. Second, it facilitates the integration of theory and practice through authentic learning experiences and reflective activities. Third, it promotes personalized learning pathways that accommodate students' diverse backgrounds and prior knowledge.

However, implementing a competency-based approach to inclusive education also presents significant challenges. These include the need for qualified faculty with both theoretical knowledge and practical experience in inclusive settings, appropriate assessment tools for measuring complex competencies, and sufficient opportunities for authentic practice in diverse educational environments^[10: 132].

A critical finding is the importance of reflective practice in developing inclusive competencies. The literature suggests that structured reflection on both theoretical concepts and practical experiences enables students to develop critical awareness of their assumptions, values, and biases regarding diversity and inclusion. This reflective capacity is essential for adapting inclusive approaches to diverse contexts and continuously improving practice.

CONCLUSION AND RECOMMENDATIONS

This study demonstrates that enhancing students' inclusive readiness in higher education pedagogy requires a comprehensive, competency-based approach that integrates theoretical knowledge, practical skills, and reflective capabilities. The findings highlight significant shortcomings in current teacher preparation programs, particularly in integrating theory and practice and assessing complex inclusive competencies.

Based on the literature analysis, several recommendations can be proposed to enhance inclusive readiness among pedagogy students. First, teacher preparation programs should embed inclusive principles throughout the curriculum rather than confining them to specialized courses. Second, competency frameworks for inclusive education must be clearly defined and systematically implemented to guide curriculum development, instructional approaches, and assessment practices. Third, authentic practice opportunities in diverse educational settings should be broadened and integrated with theoretical coursework.

Furthermore, pedagogical universities must enhance faculty expertise in inclusive education through professional development initiatives and collaboration with inclusive education practitioners. Effective assessment tools for measuring complex inclusive competencies must be developed and rigorously validated, with particular emphasis on practical application and reflective capabilities. Future research should focus on developing and validating specific competency frameworks for inclusive education in the Uzbek context, investigating the efficacy of various pedagogical approaches for developing inclusive competencies, and exploring the long-term impact of competency-based teacher preparation on inclusive practices in schools.

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 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
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 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

Ingliz tili muharriri: Feruz Hakimov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

2025. №3

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669245 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Mirzo Ulug'bek tumani
Kumushkon ko'chasi, 26-uy.