

**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**CONCEPT OF DEVELOPMENT OF INCLUSIVE TRAINING OF FUTURE
EDUCATORS****Nafisa Sultanmurodovna Khuhayarova***University of Information Technology and management**Doctor of Philosophy (PhD) in Pedagogical Sciences*xujayarova@inbox.ru*Tashkent, Uzbekistan***ABOUT ARTICLE**

Key words: inclusive education, integrative, concept, concept basis, theoretical part, practical part, digitization of inclusive education, state requirements, qualification requirements, science programs, methodological component, meaningful component.

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Abstract: The article describes the essence of the concept of inclusive education, the purpose of the concept the leading ideas, principles and Basic Rules of the methodological system for the development of inclusive training of future educators in higher educational institutions, the sources of the concept scientific theoretical facts, theoretical and methodological rules, a set of theories revealed in scientific work and presented in.

Introduction. Today, inclusive education is officially recognized and considered a new paradigm of the global education system.. It is a developed form of integrative pedagogy and covers, in addition to those with limited opportunities, other groups in need of social protection. Systematic work is underway to introduce inclusive education of students with disabilities into practice, develop the philosophy of inclusive education to improve the effectiveness of the content of correctional education in secondary schools, introduce inclusive education into practice, put into practice large projects on the development of student speech. In our country, in recent years, improving the inclusive education of children with disabilities on the basis of foreign experiences, creating favorable conditions for their adaptation to social life. The Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 No. 638 “on approval of

regulatory legal documents on education of children with special educational needs” [1] resolution and other documents define the tasks of staffing, modernization of educational content, methodical and didactic maintenance of the process.

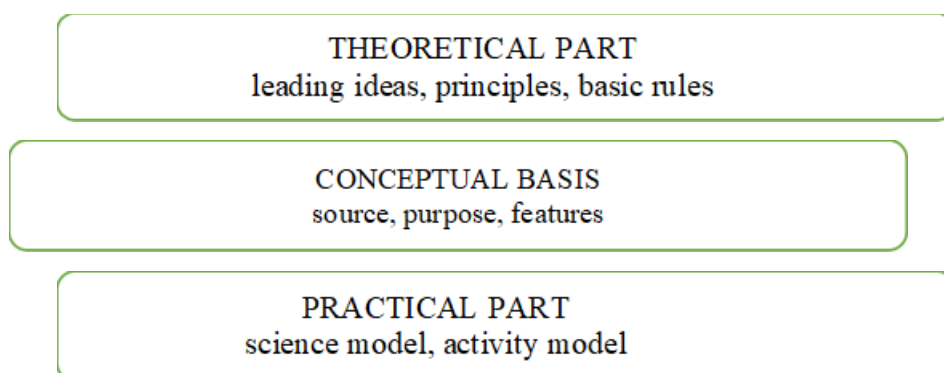
Literature Review S.V. Alexina in his opinion, “inclusion is a social concept that implies the same sense of understanding the goals of humanizing social relations and recognizing the rights of persons with disabilities to a joint quality education. Inclusive education is defined in the most general way as a new promising strategic direction in which educational policy and practice is most relevant to the foundations of general education.

The international experience of the development of an inclusive education system is being implemented from the 1960s to the present as a strategy with the characteristic of a long-term consistent, continuous, step-by-step and integrated approach.

The concept of developing inclusive training of future educators in higher education institutions should be carried out within the framework of the methodological system. A suitable concept is required to design it.

In order to more accurately and correctly substantiate the concept, first of all, we will theoretically analyze the concept of “concept”. From its philosophical point of view, “concept or concept (lot. conceptio-understanding, system) - a method of a certain understanding (interpretation, understanding) of an object, phenomenon or process; the main point of view on the topic; a guiding idea for their systematic coverage [2].

The term "concept" is also used to refer to a leading idea, constructive principle, in scientific, political or other activity. The concept is a system of generalized rules, a system of views aimed at understanding the importance of modern digital technologies in inclusive education of students in the educational process. The structure of the concept under consideration is presented in Figure 1 and includes the basic, theoretical part and practical application sections. The basis of the concept includes the purpose, sources and characteristics of the concept.



1- Figure. Structure of the technological education concept.

The purpose of the concept is to theoretically substantiate the leading ideas, principles and Basic Rules of the methodological system for the development of inclusive training of future educators in higher educational institutions.

The conditionality of the concept and the need to formulate it are determined by the following goals:

1) development of digital technological education in inclusive education, application of digital technologies in inclusive education, digitization of inclusive education;

2) the concept is necessary for implementation, taking into account modern requirements for inclusive education by the State Requirements;

3) the concept is aimed at improving the intellectual potential and professional competencies of future educators as a subject of the inclusive educational process to solve new problems caused by the rapid emergence and development of new technologies;

4) the concept is determined by the peculiarities of the relationship between inclusive education and the pedagogical process.

Modern requirements for the level of inclusive training of future teachers in higher education institutions determine the need for changes both in pedagogical technologies and in the content of education. n requirements for the level of inclusive training of future teachers in higher education institutions determine the need for change ones.;

5) the concept should be aimed at creating conditions for the development of future educators in higher educational institutions, aimed at developing their inclusive training and solving the problems of achieving its goals and inclusive education.

Methodology. The sources of the concept are scientific theoretical facts, theoretical and methodological rules, a set of theories that are revealed in scientific work and are presented in the main documents. Sources in our concept-systematic and holistic approaches to the consideration of the pedagogical process, theoretical foundations for the development of inclusive training of future educators in higher educational institutions.

The main documents that are sources of concept formation include:

- State requirements;
- qualification requirements;
- science programs;

The main theoretical and methodological provisions on the basis of the concept are presented in the following scientific works:

- systematic and holistic approaches (N.V.Kuzmina, I.Y.Lerner, V.A.Slastenin [3] etc). A modern review of research in this area;

- theoretical foundations of Higher Education (B.S.Gershunskiy, A.M.Novikov va etc.);
- theoretical foundations for improving professional competencies (A.A.Derkach, N.D.Nikandrov etc).

A distinctive feature of the concept is the peculiarity of the development of inclusive training of future educators in higher educational institutions in the context of the rapid development of modern technologies and the need to update the content of inclusive education.

When considering the methodological approaches, principles, methods required in terms of activating the process of developing the inclusive training of future educators, we proceed to a more comprehensive clarification of conceptual foundations, ideas, which are the first methodological guidelines for the development of pedagogical and professional activity strategies in the aircraft of students in inclusive education in higher educational institutions.

It is stated that students should choose optimal methods, tools and techniques to explain inclusive education using inclusive education concepts, process of action, Digital and pedagogical technologies, selected methods should ensure exhibitionism, and methods should encourage creative thinking [4]. As part of the study, a model for the development of inclusive training of future teachers was developed.. The developed model for the development of inclusive training of future educators as a holistic system covers the preparatory, main and final stages in itself, reflecting the components of targeted methodology, meaningfulness, organizational-methodological and consequentialism.

The preparatory stage expresses in itself the target, methodological and meaningful components.

In training, which serves to improve the skills of deductive analysis, methods related to interactive lecture and practical training, problematic teaching in independent forms of Education, logical thinking were effectively used.

The methodological component reflected in itself systematic, active and personality-oriented approaches to teaching and universal principles.

The meaningful component is the theoretical basis for improving the skills of deductive analysis: inclusive education the scientific basis of concepts was brought. The methodological part of this component: the implementation of inclusive education. The use of innovative and digital technologies was reflected.

Results and Discussions. The conceptual framework of the process of developing the readiness of students to provide inclusive education was formed on the basis of its valuable goal - to establish important changes for the preparation of future educators, whose intellectual

abilities are highly developed, for the development of inclusive training. The conceptual foundations reflect the following:

- ideas about the Basic Laws of teaching general, specialty and additional specialty subjects in the development of inclusive training of future educators;
- the logic of the process of developing inclusive training of future teachers in teaching general professional, specialty and additional specialty subjects;
- Understand the essence of the concept of "inclusive education" and its role in improving the quality and effectiveness of teaching in higher education institutions;
- scientific and methodological development of methodological approaches to the process of developing inclusive training of students. The development of students' readiness for Inclusive Education corresponds to the model of the general development of the student's personality, in which the main emphasis is on leaving the continuous flow of everyday professional practice, the formation of the ability to see, implement and evaluate various professional problems, their constructive solution in accordance with their valuable directions. The valuable and targeted direction of the process of developing students' readiness for Inclusive Education consists in promoting the formation of a high level of cognitive competence, intellectual abilities, thinking, intellectual-professional qualities, which are direct indicators of the development of inclusive training of students [5].

The concept focuses on the principles, ideas, and initial methodological guidelines for developing a pedagogical activity strategy. One of our initial methodological assumptions is that the development of inclusive training has many resources.

First source - social order expressed in objective tendencies: development of the readiness of a modern student to provide inclusive education, an important condition for preparing for inclusive education and subjective trends: Developing the readiness of a modern student to provide inclusive education will improve the quality of inclusive education.

Second source - this is an inclusive preparation of the student, which has independent significance not only during the period of study of inclusive education in higher educational institutions, but also during the period of future professional activity. Student age is a universal resource for the development of the personality of the future educator.

Third source - it is the professional requirement of the employer for the development of future inclusive training at a high level. The presented concept reflects the following:

- the author's views on the prospects for the development of inclusive training of students, its main directions; understanding of the process as the main pedagogical strategic

direction for the preparation of a competitive inclusive education pedagogue, which is explained by the development trends of modern society [6];

- as a result of the development of inclusive training of students in higher educational institutions, cognitive competence, intellectual ability, development of thinking, understanding of the mental worldview as the main qualities of the future educator;

- understanding the unification of the fields of intellectual and pedagogical activity, the idea of developing inclusive training significantly expands the traditional boundaries of inclusive education in higher educational institutions, limiting the future educator from narrow professional training;

- the use of a complex of methodological approaches corresponding to pedagogical activity and the laws of the development of inclusive training of the individual in the provision of inclusive education in higher educational institutions;

- the principle of intellectualization is focused on the methodological system, which is the main component; understanding the integrated educational space “higher educational institutions – special educational institutions – society” as a multidimensional, hierarchically built system component required in the provision of inclusive education in higher educational institutions, pedagogical reality that determines the development of inclusive training of the future pedagogical personality [7].

Conclusion. To introduce inclusive education into practice in a specific way, pedagogical, organizational and methodological work is necessary. To introduce inclusive education into practice in a specific way, pedagogical, organizational and methodological work is necessary. In inclusive education, it is complex to carry out [8]. N.N. Malofeev states that “the idea of special education cannot arise in a society that does not tolerate low-level people”. The concept is therefore a system of generalized rules, a system of views aimed at understanding the importance of modern digital technologies in inclusive education of students in the educational process. The structure of the concept under consideration includes the basis, theoretical part and practical application sections, the basis of the concept includes the purpose, sources and characteristics of the concept. [9]. The purpose of the concept is to theoretically substantiate the leading ideas, principles and Basic Rules of the methodological system for the development of inclusive training of future educators in higher educational institutions.

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