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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**DEVELOPMENT OF INCLUSIVE READINESS OF FUTURE DEFECTOLOGISTS  
BASED ON THE FORMATION OF THEIR COMPREHENSIVE COMPETENCIES****Mohira Aminkulovna Sattorova***Associate Professor, Department of Pedagogy**University of Information Technologies and Management**E-mail: [sattorovamohira1022@gmail.com](mailto:sattorovamohira1022@gmail.com)**Tashkent, Uzbekistan***ABOUT ARTICLE**

**Key words:** Inclusive education, medical, pedagogical, psychological, adaptation, integration, physical integration, functional integration, social integration.

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**Abstract:** This article examines the current stage of reform in general secondary education in our country, which is closely linked to transformations in the social and economic spheres aimed at achieving greater autonomy in choosing the strategic direction for preparing future defectologists for inclusive education—both at the institutional level and for individual educators—in order to ensure continuous professional development.

Pedagogical scholars and researchers identify and substantiate the structural components of readiness of future social science teachers to carry out activities in inclusive education. They emphasize the structural and semantic framework of professional training of future teachers in inclusive education, which includes personal-semantic components (internal and external relationships, motivational values, and the ability to work in inclusive settings), as well as cognitive components, encompassing the development of specialized methodological, theoretical, practical, and professional knowledge, along with skills in applying methods, techniques, and technologies.

There is an increasing need to improve educational technologies that support the continuous professional development of future defectologists, to refine the essence and content of educational technologies used in extracurricular activities, and to develop effective methods for preparing future defectologists for inclusive education.

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**Introduction.** The inclusive readiness of a future teacher is considered an integral quality of the individual as a pedagogical phenomenon; on the other hand, readiness for professional pedagogical activity includes specific components. The selection of components of inclusive education is determined by the content of the pedagogical activity of a future social science teacher, as well as by general approaches to systematizing inclusive readiness as a psychological-pedagogical phenomenon.

In social psychology, the content structure of value-based attitudes can be divided into three main components: awareness, beliefs, cognitive representations, opinions, affective evaluation, emotions, feelings, experiences, and conative aspects [8].

The analysis of pedagogical and scientific literature shows that there is no unified approach to determining the structural components of general cultural and general professional readiness for pedagogical activity (see Table 2.1).

Pedagogical and psychological literature indicates that, in determining the organizational and content structure of readiness for professional activity, motivational components that define the motives of variability, as well as a set of cognitive, theoretical, and informational knowledge about the object of future professional activity, are considered essential. Other components may vary depending on context.

**Methodology.** Pedagogical scholars and researchers have attempted to identify and substantiate the structural components of readiness of future social science teachers to work in inclusive education. The structural-content framework of professional training of future social science teachers for inclusive education includes personal-semantic components—namely internal and external relationships, motivational values, and the ability to work in inclusive education—as well as cognitive components, which include a system of specialized methodological, theoretical, practical, and professional knowledge, along with practical skills in using methods, techniques, and technologies [5].

### **Directions of Readiness for Pedagogical Professional Activity**

Authors	Direction of Readiness	Components
A.P. Chernyavskaya	Pedagogical	Self-awareness based on personal values and attitudes; ability to distinguish one's own goals from others' goals (alternativity); ability to connect information (informational); ability to choose a professional development path (decision-making); ability to define and set goals (planning); emotional attitudes toward representatives of a particular profession (emotional) [4].
E.N. Koreneva	Pedagogical	Positive self-attitude; development of moral, ethical, and professional values (motivational-value); professional knowledge of a teacher (intellectual); a set of personal and volitional qualities (emotional); self-knowledge, self-development, self-assessment (reflective) [5].
E.N. Koreneva	Pedagogical	Positive self-attitude; development of moral, ethical, and professional values (motivational-value); professional knowledge of a teacher (intellectual); a set of personal and volitional qualities (emotional); self-knowledge, self-development, self-assessment (reflective) [5].
I.F. Kashlach	Inclusive readiness of future social science teachers	Interest in the profession (motivational); pedagogical thinking and analytical design (theoretical); communicative ability (practical) [9].
M.I. Dyachenko, L.A. Kandibovich	Psychological	Awareness of one's needs, requirements, and professional tasks; understanding pedagogical goals; comprehension and evaluation; forecasting the manifestation of intellectual, emotional, cognitive, reflective, and motivational processes; proposing ways to achieve pedagogical goals [6].

<b>Authors</b>	<b>Direction of Readiness</b>	<b>Components</b>
V.F. Zhukova	Psychological	Motivation for professional activity and interest in the profession (motivational); sense of responsibility and self-control (emotional); value orientations related to professional activity and life goals (professional orientation); understanding the structure of professional activity and self-assessment (cognitive); adaptation to professional difficulties, analysis, synthesis, comparison, and other methods (activity-processual); cognitive, conative, and intellectual creativity (creativity) [7].
I.A. Kucherev	Psychological	Motivational-value; intellectual; emotional; cognitive; conative; reflective [10].
T.B. Kryukova	Psychological readiness for professional activity	Orientation of learners toward professional activity and developing interest in the profession (motivational); ability to select means to achieve goals, compare results, and demonstrate responsibility (regulative); ability to evaluate professional preparedness and solve professional problems (evaluative) [9].
O.B. Dmitriyeva	Psychological	Interest in solving professional problems and achieving professional success (motivational); acquisition of knowledge for professional activity (cognitive); regulation of one's behavior in professional activity (activity-processual) [6].

In determining the structural framework of inclusive education, we relied on understanding its psychological, pedagogical, philosophical, and scientific significance. The inclusive readiness of a future social science teacher is a systemic phenomenon that includes the acceptance of participants in inclusive education and the establishment of positive relationships with them, methodological, didactic, organizational, professional, and pedagogical components of activity, as well as practical and professional experience in inclusive practice. The psychological structure represents an individual's specific attitudes toward

clearly defined goals and objectives and is expressed through mobilization for activities aimed at achieving them and readiness for professional activity [13]. In future teachers, the psychological structure of inclusive readiness is explained through pre-formed attitudes, experiences, motives, and the dynamic state of the individual in a given situation, as well as the ability to mobilize efforts and actions in a purposeful manner within a specific time frame [1].

From a psychological perspective, the components of inclusive education are as follows:

1. interest in professional pedagogical activity in inclusive education, the desire to achieve success in professional activity, and positive motives for professional activity – motivational;
2. understanding of professional tasks and knowledge of the means to achieve goals in professional activity – cognitive;
3. a sense of responsibility in professional activity – emotional;
4. the ability to mobilize strength and opportunities to achieve success in professional activity, self-regulation, concentration on tasks, and overcoming doubts – conative.

In general, readiness for professional activity is determined by the formation of the psychological structure, personal characteristics, level of preparedness, and completeness of information.

**Results and Discussion.** The pedagogical structure is an integral characteristic of competencies and personal qualities that determine effective professional pedagogical activity in inclusive education, that is, the implementation of all constructive, organizational, communicative, and reflective components of pedagogical activity.

The theoretical and methodological analysis of the inclusive readiness of future social science teachers made it possible to determine its content, functional characteristics, and structural composition, expressed through cognitive, emotional, conative, communicative, and reflective components. Each component of inclusive education has a content structure of general cultural and general professional competencies that define pedagogical and psychological directions.

The informational and communicative component of inclusive education includes establishing active social relationships among all participants of inclusive education, including social institutions, public organizations, and educational institutions. The reflective component of their professional pedagogical activity includes self-analysis of the effectiveness of their activities, the implementation of professional pedagogical activity in inclusive education, and reflection on elements of interaction.

The professional pedagogical activity of a future inclusive education teacher requires a high level of self-awareness and self-regulation of self-development and becomes effective only when appropriate competencies are formed, which plays an important role in developing inclusive readiness. The perception and implementation of inclusive education as an object define its role in acquiring knowledge about specialized educational activities, understanding the content of organizing the educational process in inclusive conditions, and creating adaptive forms of inclusive education subjects.

The conscious selection of educational goals forms the motivational basis of professional activity, and its formation is based on satisfying educational needs and using experience. In inclusive education, the joint activities of teacher–student groups, teacher–parent communities, teacher–professional communities, and others are studied.

The emotional component of inclusive readiness of future teachers involves an emotional evaluation of the object and a positive attitude toward it. It determines teachers' ability to accept the conditions of inclusive education, the characteristics of the educational process, special educational needs, including socially vulnerable learners and other participants in inclusive education. The emotional component serves as the basis for the spontaneous formation of directions identified in professional activity.

The conative component acts as a driving force guiding the formation of professional behavior; it ensures respect for each learner as an individual; enables effective pedagogical activity in inclusive conditions; demonstrates plans, ideas, actions, and necessary professional competencies; and supports decision-making in non-standard and professional situations.

The reflective component involves the analysis of pedagogical professional activity, including its objects: socially vulnerable students and their parents in inclusive education, support for learners with special educational needs, and inclusive education outcomes, which include knowledge, skills, abilities, and personal qualities, as well as learners' educational activities, their components, and stages.

The inclusive readiness of future social science teachers is a systemic phenomenon: a set of interacting components, a collection of elements connected by specific professional relationships, and a system of interrelated elements interacting with the environment as a whole [6]. According to system classification criteria, it can be characterized as a complex, developing, abstract, open, self-organizing, and decentralized system.

The content of inclusive readiness of a future social science teacher does not have a single unified structure; however, its orientation toward the subject determines the content of

each selected component and defines communicative and informational interactions among all participants of inclusive education.

Inclusive readiness is defined as an abstract system, since it represents an indirect result of reflecting reality in the educational process under conditions of heterogeneous groups of learners. The inclusive readiness of a social science teacher is characterized as an open system because it depends on a network of external interactions and environmental variability.

The inclusive readiness of future teachers is a complex and multifaceted system, whose components have a heterogeneous nature. They perform various qualitative, informational, functional, and feedback functions and can be considered as subsystems with their own structures.

As a pedagogical system, the complexity of inclusive education is determined in many cases by its adaptability and variability. As a developing system, inclusive education may change its structure and functions over time and in response to changes in social environment requirements. The inclusive readiness of future teachers is an adaptive system responsive to external influences, such as changes in participants within the inclusive education environment. Moreover, inclusive readiness implies decentralized systems, as all its components play a significant role in defining the essence and functions of the phenomenon under study.

The components of inclusive education are integrated into a single system characterized by integrity, integrativity, hierarchy, openness, and stability.

The integrity of inclusive education reflects the interconnection between its individual components and elements of the external environment, where any change in one component is reflected in the system as a whole.

Thus, the development of the reflective component influences changes in the communicative component, which is reflected in changes in inclusive education indicators. By observing teachers' participation in training seminars and professional development sessions, the development of the reflective component can be clearly seen through changes in their general cultural and professional competencies and their quality.

The complexity of inclusive education as a pedagogical system is also determined by its adaptability, developmental nature, and variability. As a developing system, its structural composition and functions may change over time and in response to social demands.

The inclusive readiness of social science students is an adaptive system responsive to external environmental influences, such as changes in the participants of inclusive education.

Moreover, inclusive readiness implies decentralized systems, as all its components play a significant role in defining the essence and objectives of the phenomenon under study.

The hierarchical structure of inclusive education as a system implies that it can be considered as a system comprising individual structural-content elements such as cognitive, conative, emotional, reflective, and communicative components, as well as academic, professional, and socio-personal competencies, diagrams, representations, and others.

Thus, the cognitive component includes inclusive education concepts, social perceptions of children with disabilities, positive representations of their abilities, and understanding of educational processes within inclusive conditions. The emotional component includes emotions that define the teacher's professional position and attitude toward inclusive education and its participants.

The integrity of inclusive education as a system is reflected in its specific functional regularities, that is, in the specific functions performed by future social science teachers in their professional pedagogical activity within inclusive education. The development of the emotional component contributes to the development of cognitive and communicative components, which is reflected in changes in values, communication processes, and the search for new forms of interaction within inclusive education.

The competency structure of inclusive readiness of future social science teachers allows for measuring and comparing each of its components. Since inclusive readiness is a latent personal quality, it can be identified through observable indicators and characteristics. Students' inclusive readiness may have different levels of formation: low (intuitive), medium (reproductive), and high (professional-activity-based) [15]. Criteria serve as evaluation measures and are used to assess, define, or classify the level of inclusive readiness. They enable the evaluation of development, progress, and condition through indicators reflecting the formation level of cognitive, emotional, and reflective structural components. Each criterion is defined by a set of specific indicators (see Table 2.2).

**Criteria and Indicators of Inclusive Readiness**

<b>Criteria / Components of Inclusive Readiness</b>	<b>Indicators (academic, professional, socio-personal competencies)</b>
Cognitive	Quantitative indicators (completeness, stability); qualitative indicators (accuracy, mastery, perfection); indicator of solving problems related to socialization, teaching, and upbringing of children in inclusive education

<b>Criteria / Components of Inclusive Readiness</b>	<b>Indicators (academic, professional, socio-personal competencies)</b>
Emotional	—
Conative	—
Reflective	—
Communicative	—

Based on the selected criteria and indicators, each defined level of inclusive readiness has its own specific characteristics, which are as follows [3]:

The low (intuitive) level is characterized by a minimal formation of academic, professional, and socio-personal competencies (including general cultural and general professional competencies). Academic competencies describing the phenomenon of inclusive education, as well as the characteristics of cognitive and emotional domains, are limited to understanding the personality of children with disabilities. The effectiveness of professional skills is lacking. This level reflects a low degree of readiness and ability to rely in practice on the philosophical, scientific, and methodological foundations of inclusive education and to accept its value-based principles. Inclusive education values are accepted superficially. Individuals at this level find it difficult to understand the importance and methods of implementing the socializing and adaptive functions of education. They experience difficulties in identifying the qualitative characteristics of each child's educational needs and in adapting the educational environment based on identified psychological, physical, and pedagogical needs. They also face challenges in organizing effective social partnerships among teachers, parents, and specialists in addressing the issues of teaching, upbringing, and supporting children with special educational needs in inclusive education.

The reproductive (medium) level is characterized by a tolerant attitude toward learners with disabilities and all participants of inclusive education. However, general professional, general cultural, social, and personal competencies that define the content of inclusive readiness are not sufficiently developed. Individuals are not fully adapted to inclusive conditions in pedagogical situations and encounter difficulties in solving professional problems and adapting the educational environment to special educational needs. They may find it difficult to accept the pedagogical, philosophical, scientific, and methodological foundations of inclusive education and its value-based principles. At the same time, they are capable of analyzing the strengths and weaknesses of their professional activity. They can collaborate in inclusive education settings and adapt their personal style to develop professional

relationships with all subjects of inclusive education. They accept the values of inclusive education but are unable to fully implement them in professional pedagogical activity. Future social science teachers perceive their role as socially significant. They tend to organize cooperation and social partnership among teachers, parents, and specialists only in specific cases of inclusive education.

The high (professional-activity) level, which defines the content of inclusive readiness, is characterized by a fully developed system of academic, professional, and socio-personal competencies, including general cultural and general professional competencies. Individuals at this level take responsibility for achieving educational and воспитательный (instructional and educational) outcomes, are capable of conducting effective professional activity in inclusive education, and orient their professional activity toward the development of inclusive education. They are prepared to use various approaches within inclusive education and can apply different communication technologies, including methods, in various areas of interaction. They possess knowledge of ways and means to achieve pedagogical goals in inclusive education, as well as diagnostic tools that determine the potential of educational institutions, and can apply them in professional practice. They implement the socializing and adaptive functions of inclusive education and rely on its value-based principles in their professional pedagogical activity. They contribute to building an inclusive culture in educational institutions, maintaining and developing inclusive practices, applying pedagogical technologies and teaching methods in inclusive education, adapting educational content to the characteristics and needs of each child, and creating teaching materials and tools based on design principles. They are capable of organizing consultations for parents on educational issues, upbringing, and social development. They adapt the educational environment didactically and methodologically to special educational needs. They possess sufficient skills in organizing communication and using control and assessment methods when working with children. There is also a need for specialists capable of conducting training seminars and workshops for all participants of inclusive education.

**Conclusion.** The identified levels reflect the algorithmic stages of the formation of inclusive readiness and are defined not only by qualitative characteristics but also by quantitative indicators. The pedagogical experimental testing of future teachers' inclusive readiness and the processing of the obtained results are presented in detail in the third chapter.

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