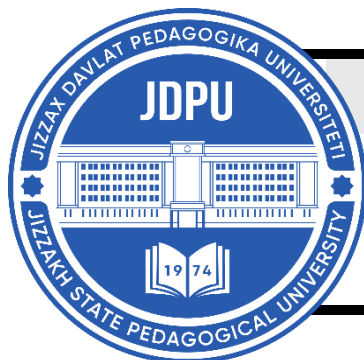


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CONCEPT OF DEVELOPMENT OF INCLUSIVE TRAINING OF FUTURE EDUCATORS

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ABOUT ARTICLE

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Abstract: The article provides professional orientation, which allows future competent educators to carry out the process of developing inclusive training, using the space of higher educational institutions, but also special educational institutions. The methodological system operating in higher educational institutions, the regulation related to the regulation of the process of developing inclusive training and their impact on the quality of education, the creation of favorable conditions for the application of special tools and techniques, as well as several problems of inclusive education are described.

Introduction

Global trends in the field of inclusive education in World educational institutions, advanced technologies aimed at ensuring equal educational opportunities for everyone, innovative technologies for the development of inclusive education strategies in order to introduce comprehensive and full-fledged social rehabilitation of students with disabilities are being put into practice [1]. Article 20 of the law “on education” in the new edition, adopted in our country on May 19, 2020, is called “Inclusive Education”, which aims to ensure equal opportunities for education in educational organizations for all learners, taking into account

the individual educational needs and the diversity of individual opportunities. Article 20 of the law "on education" in the new edition, adopted in our country on May 19, 2020, is called "Inclusive Education", which aims to ensure equ. [2].

Materials and methods

Many pressing problems in the field of modern education, including inclusive education, are directly related to social, legal and educational changes that have occurred at different stages of the development of society. An analysis of foreign and domestic sources in the research process showed that the emergence of the pedagogical phenomenon of "inclusive education" is primarily due to the change in the consciousness of society in relation to educational recipients with disabilities [3]. It is known that the level of progress of any society is assessed through how it treats people with education, the elderly and persons with disabilities. Inclusion as a socio-philosophical principle. Inclusive education is an educational process that is organized taking into account the capabilities of students, individual-psychological, physical impairment and features of assimilation [4]. "Inclusion is a philosophical concept based on the recognition of the identity of each learner of society and the educational system".

A systematic approach to inclusive education.

Researchers recognize the first three of these five principles as priorities for inclusive education.

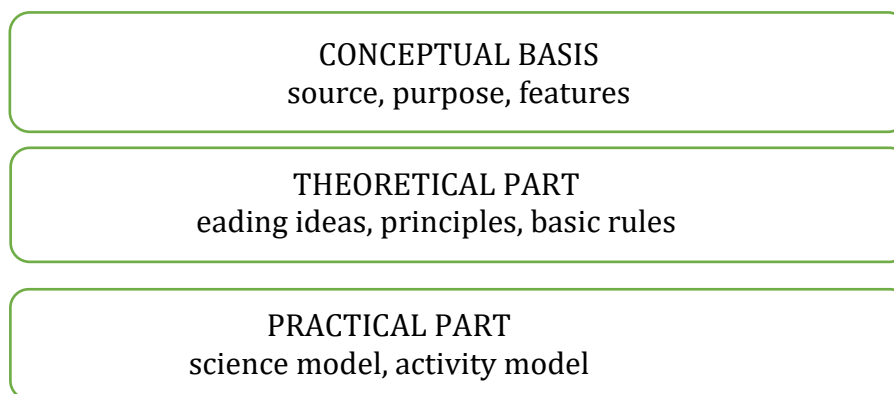
Inclusion is an integral part of modern educational paradigms.

"Inclusion should not be seen as an additional element to the general education system, but as an integral part of the educational process. Otherwise, it would be impossible to effectively introduce inclusive education" [5].

The concept of developing inclusive training of future educators in higher education institutions should be carried out within the framework of the methodological system. An appropriate concept is required to design it. In order to more accurately and correctly substantiate the concept, first of all, we will carry out a theoretical analysis of 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; a basic point of view on the subject; an idea that directs them for systematic illumination [6]. The term "concept" is also used to refer to a leading idea, a 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 framework, theoretical part and practical application sections. The basis of the concept includes the purpose, sources and characteristics of the concept.



1- image. Structure of the concept of technological education.

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 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 developed level of inclusive training of future educators in higher educational institutions determine the need for changes in both pedagogical technologies and educational content. The content, forms, tools and technologies of inclusive education should be determined by promising technologies, primarily digital ones;

5) The concept should be aimed at developing inclusive training of future teachers in higher education institutions and creating conditions for its development, focusing on achieving goals and solving problems of inclusive education.

To date, international programs aimed at the global development of inclusive education have not fully achieved their goals. Although in many countries the policy of full support for inclusion has not yet been fully formed, it is recognized as one of the important stages in the development of society and is becoming an integral part of educational policy in developed countries [7].

Result and discussion

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 purpose of the concept it is to change the content and methodology of providing inclusive education in higher education by increasing the system of selected inclusive knowledge, taking into account the development of the process of developing inclusive training of students.

Regulatory documents that are sources of concept formation include:

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

The main theoretical and methodological principles underlying the concept are presented in the following scientific works:

- systematic and holistic approaches (N.V.Kuzmina, I.Y.Lerner, V.A.Slastenin [8], etc.). A modern review of research in this area [9];
- theoretical foundations of Higher Education (B.S.Gershunskiy [10], A.M.Novikov [11] etc);
- theoretical foundations of 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 [12]. When considering the methodological approaches, principles, methods required from the point of view of activating the process of developing the inclusive training of future educators, in the preparation of students for inclusive education in higher education institutions, let's move on to a more comprehensive clarification of conceptual foundations, ideas with preliminary methodological guidelines for the development of pedagogical and professional activity strategies.

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.

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 framework reflects the following:

- ideas about the basic laws of teaching general professional, specialty and additional specialty subjects in the development of inclusive training of future teachers;
- The logic of the process of developing inclusive training of future teachers in teaching general professional, specialty and additional specialty subjects;
- Understanding 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.

In the concept, special attention is paid to the principles, ideas, initial methodological guidelines for the development of a strategy of pedagogical activity. One of our initial methodological assumptions is that the development of inclusive training has many resources.

First source - social order expressed in objective trends: the development of the readiness of a modern student to provide inclusive education, an important condition for preparing for inclusive education and subjective trends: the development of the readiness of a modern student to provide inclusive education increases 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. The student age is a universal resource for the development of the personality of a future teacher.

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

- the author's views on the prospects for the development of inclusive training of students, its main areas; understanding the process as the main pedagogical strategic direction of training a competent inclusive education pedagogue, which is explained by the development trends of modern society;

- development of inclusive student training in higher education institutions, resulting in the development of cognitive competence, intellectual abilities, thinking, and understanding of mental outlook as the main qualities of a future teacher;

- 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;

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

We will explain the content of the main conceptual rules. The main ideas of the concept that form the methodological basis of the study can be divided into four levels.

At a high level of methodology as a branch of philosophical knowledge, we relied on the beginnings and functions of a systematic, hierarchical, socio-cultural approach, within the framework of which the following aspects were taken into account:

- technogenesis in inclusive education, cultural genesis as the main mechanisms for the development of inclusive training of students;

- general philosophical and scientific ideas and developments about the development of intellectual abilities as the universal basis of existence, the driving forces of which are in the student himself;

- cognitive competence in the general cultural system.

Second level (the level of general scientific and philosophical principles and forms of research) consists of:

- aspects of inclusive education, focusing on the development of inclusive student training. This requires the use of a complex of complementary methodological approaches: personality-developing, competent, cognitive, practice-oriented, career-oriented, systematic, competent.

Third level (exact scientific methodology) is expressed in ideas in the field of research in psychology and pedagogy. The psychological basis of the study is based on the following ideas: personality-developing theories; general mental development of personality; research in the field of intelligence, thinking, and intellectual abilities.

Fourth level of methodology (specialized research methods, pedagogical technologies and techniques) the process of development of inclusive training of students is associated with the didactic ideas of the use of tools, cognitive, digital technologies, pedagogical technologies, design.

The pedagogical basis of the study is the ideas, concepts, and theories of inclusive education, ideas about technological, psychological and pedagogical support of the educational process in higher education institutions, ideas as an important component of inclusive education in higher education institutions, pedagogical process of developing inclusive training of the personality of students of higher educational institutions, concepts of pedagogical design; organized ideas for the application of the principle of intellectualization.

The identified methodological levels were built on the following conceptual ideas of the study.

1. In the context of the high level of development of modern society, the modern student is characterized by a low level of development of readiness for inclusive education (contract and budget forms of credit-module education), The role of inclusive education and the importance of the professor-teacher figure in these conditions are increasing. The professor

must interact with students in the process of providing inclusive education in higher education and activate the process of developing inclusive training of students, taking advantage of the opportunities for the development of special educational institutions [13].

2. In these circumstances, inclusive education is of particular importance. In the pedagogical areas of higher education institutions, the use of cognitive, heuristic, digital technologies, pedagogical technologies, technologies for the development of critical thinking should help in preparing students for Inclusive Education. It is necessary to revise the provision of inclusive education by structuring the inclusive content, to improve the technology of teaching specialty subjects for the preparation of a modern competency educator.

3. The content and organization of the inclusive education process in higher education institutions can affect the level of professional development of a future teacher. A modern teacher must not only have a basic understanding of inclusive education (concepts, laws, methods, technologies, factors) should occupy, but also to an inclusive knowledge base (declarative, procedural, operational, procedural, situational, behavioral), throughout his or her professional career, he or she should have a system of universal skills, competencies and abilities that will further develop inclusive training.

4. It is aimed at the implementation of valuable directions in the preparation of a competent educator in higher educational institutions, the development of intellectual - professional qualities that ensure the solution of complex professional problems of the time, which implies a high level of intellectuality of the future educator's personality, aimed at transforming society [14].

5. The current process of inclusive education in higher education institutions does not meet the modern requirements of society: The program, DTS, qualification requirements, and standards are not aimed at solving the issues of developing inclusive student training, Textbooks on core and additional core subjects do not include pedagogical technologies aimed at developing inclusive student training, all of this includes the inclusion of developmental modules, special tools, methods, and pedagogical technologies in inclusive education.

6. The development of a technological model aimed at the process of developing inclusive training of students in higher education will help to increase the system of inclusive knowledge, intellectual skills, thinking style, thinking, intellectual - professional qualities, which will serve as a methodological basis for expressing the integrity, technology, design of the educational process in higher educational institutions.

7. In order to achieve high, productive indicators in the process of inclusive education, it is necessary to determine the stages, levels of development of intellectual abilities, which imply the transition to an adaptive-reproductive, then subject-productive, and then integrative - productive level.

8. The concept of developing inclusive training of students requires changing not only inclusive content, but also teaching methods and pedagogical technologies, learning should be active, focused on the ability to work in a team, be part of a team and work independently, argue, offer and defend their point of view, find alternative methods of solving inclusive problems, Therefore, it is important to develop universal skills and professional competencies that are required from the perspective of the concept of developing inclusive training.

9. In higher educational institutions, it is necessary to carry out the professional training of the future educator (acquaintance with the methodological aspects of studying the development process of intellectual abilities, cognitive competence, digital, cognitive and pedagogical technologies, etc.).

10. Optimal tools in terms of the development of inclusive training of future educators are a set of methodical complexes, textbooks and educational manuals, software tools specially developed by us to control, develop tasks, tasks, specially developed educational tools for the development of inclusive training of a student's personality when teaching in higher educational institutions.

Conclusion

At the same time, it can be noted that the formation and activity of the system for the development of inclusive training does not begin on its own, but occurs due to targeted management actions [15]. According to the authors of the concept, the management of system development includes the following main areas: System Design, Organization of creative and professional activities and orientation of such activities to research work, correction of communicative relations arising in the process, rational use of the potential of developing special educational institutions.

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 includes the sections of the basis, theoretical part and practical application, the basis of the concept includes the purpose, sources and characteristics of the concept. oncept is a system of generalized rules, a

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