

**PEDAGOGICAL ANALYSIS OF ISSUES IN DEVELOPING FUTURE
TEACHERS' READINESS TO IMPLEMENT INCLUSIVE EDUCATION DURING
TEACHING PRACTICE**

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This article examines issues related to preparing future teachers working in general educational institutions for the process of inclusive education. It discusses a number of pressing challenges that may arise when educating children with disabilities together with other children, as well as possible ways to address them.

It is unfortunate that the number of children with disabilities in our country is significant and continues to grow, possibly due to environmental pollution and similar factors. Nonetheless, these children are citizens of our country just like healthy children. Children with disabilities, like all other children, have the right to live, receive an education, and pursue their dreams and goals. Previously, such children were educated in special (correctional) schools using simplified curricula. In reality, if the child had no intellectual impairments, they could have mastered general and even advanced curricula, but due to physical health limitations, they were placed in special schools. In recent years, approaches to education for children with disabilities have changed. The state has paid special attention to inclusive education, and children with disabilities have begun to be admitted to general education schools. Today, specialists and researchers are devoting increased attention to inclusive education (the term "inclusive education" derives from English — inclusive, inclusion — meaning integration or involvement). According to researcher D. Madjidova: "Inclusive education is a specially organized educational process that ensures the learning and development of a child with disabilities within a general educational institution,

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together with peers, taking into account the child’s special educational needs. The main advantage for a child with disabilities in inclusive education is the opportunity to gain educational and social experience, knowledge, and upbringing together with peers.” The main criterion for the effectiveness of inclusive education involves not only the child’s mastery of educational content but also their socialization and integration into cultural life. A conducive developmental environment must be created that accounts for each child’s individual needs and abilities[1].

In Uzbekistan, every child, regardless of family circumstances, has the right to receive education in public schools. This right is guaranteed by the state. Furthermore, integrating the family of a child with disabilities into the inclusive education system, developing comprehensive psychocorrectional programs for child-parent relations, and supporting families is of particular importance, as the family environment plays a crucial role in the upbringing and socialization of a child with developmental challenges. Studying the specific characteristics of interactions between parents and children with disabilities is vital both theoretically — due to the lack of sufficient research — and practically[2]. Various scholars have conducted studies on the problems faced by families of children with disabilities and the pathways to resolving them. A key requirement of the new approach to educating children with disabilities is involving their parents in the corrective and diagnostic processes carried out by specialists and providing psychological support. Actively integrating families into the system of psychological-pedagogical support, providing psychological assistance to parents, and organizing comprehensive psychocorrectional interventions for children represent vital tasks for future professionals and teachers who will work with such children[3].

At the initial stages of implementing inclusive education, one must note the lack of readiness among future teachers to work with children with disabilities (professionally, psychologically, and methodologically). Other issues include insufficient professional competencies required for an inclusive environment, psychological barriers, and underdeveloped teaching skills. The primary psychological “barrier” in organizing inclusive education is the fear of harming the educational process for other students, negative attitudes, misconceptions, professional uncertainty, resistance to change, and lack of psychological readiness to work with “special” children. This not only places psychological and methodological demands on teachers but also imposes serious responsibilities on school administrators who must ensure the implementation of inclusive principles. In their professional activities, teachers will require specialized support from experts in corrective pedagogy and special psychology to understand and apply individualized educational approaches for children with disabilities. However, the most crucial aspect that future teachers must learn is how to work with children who have diverse learning abilities and how to take this diversity into account in their pedagogical approaches. Future teachers must

also pay attention to the possible challenges that arise when educating children with disabilities alongside other children and learn how to address them[4]:

Every child in the country has the right to choose an educational institution that provides adequate learning conditions. Children with disabilities require social, pedagogical, and psychological support, taking into account their psychophysical development and health conditions, including free psychological-medical-pedagogical correctional services. Admission of children with disabilities to educational institutions is carried out in accordance with the general rules for school enrollment. Medical examinations and psychological assessments conducted before school entry should not serve as grounds for refusing admission to public schools. Therefore, if there are no intellectual impairments, a child with disabilities cannot be denied admission to school. Inclusive education principles must be applied to ensure that such children can fully participate in the learning process [4].

This means creating equal learning opportunities while accounting for the diverse needs and individual characteristics of children with disabilities. When attitudes among parents and teachers toward children with disabilities are appropriate, classmates tend to behave protectively and supportively, demonstrating tolerance and kindness. Future teachers must understand this [5].

They must successfully implement the principle “Children are different, but equal in rights.” Learning together in general education schools is beneficial not only for children with disabilities but also for their healthy peers. A child with disabilities who feels supported by adults and peers can successfully master the curriculum, increase self-confidence, and overcome challenges calmly. When parents of children with disabilities entrust their children’s education to qualified specialists, optimal conditions for development are created. This issue must be addressed through close cooperation between parents, teachers, and school specialists.

In conclusion, a modern general education institution must be a school of equal opportunities for all. It must provide an environment where every child can succeed, feel safe, and experience inclusion and support. To ensure the effective implementation of inclusive education for children with disabilities, future teachers must acquire the following competencies:

- developing individualized learning programs for children with disabilities;
- continuously improving their qualifications in inclusive education, special (correctional) pedagogy, and psychology;
- effectively using assistant teachers in the learning process;
- eliminating barriers and ensuring a supportive environment for children with disabilities in an adaptive learning environment;
- contributing to the formation and development of tolerant attitudes among all participants in the educational process, including parents of healthy children.

Successfully addressing these issues requires young specialists—future teachers—to be well-prepared for such an educational environment. They must establish close communication with parents of children with disabilities, accept the child as they are, help them overcome challenges, support them, and understand their responsibilities. Only then can educational interactions among all participants be truly effective.

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