

**NAMANGAN DAVLAT CHET TILLARI INSTITUTI HUZURIDAGI
ILMIY DARAJALAR BERUVCHI PhD.03/05.05.2023.Fil.163.01 RAQAMLI
ILMIY KENGASH ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

NAMANGAN DAVLAT CHET TILLARI INSTITUTI

BADALOV AVAZBEK RUSTAMJONOVICH

**OLIV TA'LIM MUASSASALARIDA BO'LAK PEDAGOGLARNI
INKLYUZIV TA'LIM SHAROITIDA ISHLASH KOMPETENSIYASINI
RIVOJLANTIRISH METODIKASI**

13.00.02 –Ta'lim va tarbiya nazariyasi va metodikasi (pedagogika fanlari)

**PEDAGOGIKA FANLARI bo'yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

Namangan – 2025

**Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
avtoreferati mundarijasi**

**Оглавление автореферата диссертации доктора философии (PhD) по
педагогическим наукам**

**Contents of dissertation abstract of doctor of philosophy (PhD) on
pedagogical sciences**

Badalov Avazbek Rustamjonovich

Oliy ta’lim muassasalarida bo‘lajak pedagoglarni inklyuziv ta’lim sharoitida ishlash kompetensiyasini rivojlantirish metodikasi.....3

Badalov Avazbek Rustamjonovich

Methodology for developing the competence of future teachers to work in inclusive education conditions in higher educational institutions.....25

Бадалов Авазбек Рустамжонович

Методика развития компетенции будущих педагогов к работе в условиях инклюзивного образования в высших учебных заведениях47

E’lon qilingan ishlar ro‘yxati

Список опубликованных работ

List of published works.....51

**NAMANGAN DAVLAT CHET TILLARI INSTITUTI HUZURIDAGI
ILMIY DARAJALAR BERUVCHI PhD.03/05.05.2023.Fil.163.01 RAQAMLI
ILMIY KENGASH ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

NAMANGAN DAVLAT CHET TILLARI INSTITUTI

BADALOV AVAZBEK RUSTAMJONOVICH

**OLIY TA'LIM MUASSASALARIDA BO'LAJAK PEDAGOGLARNI
INKLYUZIV TA'LIM SHAROITIDA ISHLASH KOMPETENSIYASINI
RIVOJLANTIRISH METODIKASI**

13.00.02 –Ta'lim va tarbiya nazariyasi va metodikasi (pedagogika fanlari)

**PEDAGOGIKA FANLARI bo'yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

Namangan – 2025

Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi mavzusi O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasida B2025.1.PhD/Ped9122 raqam bilan ro'yxatga olingan.

Dissertatsiya Namangan davlat chet tillari institutida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o'zbek, ingliz, rus (rezyume)) Ilmiy kengashning veb-sahifasida (www.namsifl.uz) va «Ziyonet» Axborot ta'lim portalida (www.ziyonet.uz) joylashtirilgan.

Ilmiy rahbar:

Yakubbayev Murodilla Marufovich
pedagogika fanlari doktori (DSc), professor

Rasmiy opponentlar:

Boltayeva Mohichehra Jamshid qizi
pedagogika fanlari doktori (DSc), professor

Sulaymonova Saodat Usubxanovna
pedagogika fanlari bo'yicha falsafa doktori,
dotsent

Yetakchi tashkilot:

Andijon davlat pedagogika instituti

Dissertatsiya himoyasi Namangan davlat chet tillari instituti huzuridagi ilmiy darajalar beruvchi PhD.03/05.05.2023.Fil.163.01 raqamli Ilmiy kengashning 2025-yil "_____" kuni soat _____dagi majlisida bo'lib o'tadi. (Manzil: Namangan viloyati, Namangan shahri, Davlatobod tumani, Orzu MFY, Yoshlik ko'chasi, 100a-uy. Tel.: +998 (69) 442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz).

Dissertatsiya bilan Namangan davlat chet tillari instituti Axborot-resurs markazida tanishish mumkin (____ raqam bilan ro'yxatga olingan). (Manzil: Namangan viloyati, Namangan shahri, Davlatobod tumani, Orzu MFY, Yoshlik ko'chasi, 100a-uy. Tel.: +998 (69) 442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz).

Dissertatsiya avtoreferati 2025-yil "_____" kuni tarqatildi.
(2025-yil "_____" dagi _____ raqamli reyestr bayonnomasi).

M.A.Asqarova

Ilmiy darajalar beruvchi Ilmiy kengash raisi, pedagogika fanlari doktori (DSc), dotsent

A.V.Ermirzayev

Ilmiy darajalar beruvchi Ilmiy kengash kotibi, pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent

S.A.Misirov

Ilmiy darajalar beruvchi Ilmiy kengash qoshidagi ilmiy seminar raisi, pedagogika fanlari doktori (DSc), dotsent

KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon ta'lim tizimida bugungi kunda inklyuziv ta'lim global hamda milliy miqyosda ta'lim jarayonining adolatli, teng imkoniyatli va barcha uchun ochiq bo'lishini ta'minlovchi asosiy omil sifatida qaralmoqda. Zamonaviy inklyuziv ta'lim modeli ta'lim oluvchilarning shaxsiy ehtiyoj va imkoniyatlarini chuqur tahlil qilgan holda, maxsus pedagogik yondashuvlar orqali moslashuvchan ta'lim muhitini shakllantirishni nazarda tutadi. Bu jarayon o'quvchilarda ijtimoiy tenglikni his etish, xilma-xillikka hurmat bilan qarash va individual salohiyatni to'liq ro'yobga chiqarishni qo'llab-quvvatlaydi. Mazkur yondashuv ta'lim sifati samaradorligini oshirish bilan bir qatorda, ijtimoiy integratsiya jarayonini kuchaytirishga, teng imkoniyatlar muhitini yaratishga hamda jamiyatda inklyuziv madaniyatni shakllantirishga ko'maklashadi. Xalqaro ta'lim amaliyotida esa inklyuziv ta'lim ko'p madaniyatli va xilma-xil ijtimoiy muhitlarda barcha qatlamlar uchun ta'limning ochiqligi va teng imkoniyatlarini kafolatlovchi muhim omil sifatida e'tirof etilmoqda.

Dunyo miqyosidagi ta'lim amaliyotida o'quvchilarning individual ehtiyojlariga moslashuvchi ta'lim muhiti va variativ o'quv dasturlarini joriy etish zarurati ortib bormoqda. BMT ta'lim siyosatining muhim vazifalaridan biri esa bolalarning alohida ta'lim ehtiyojlari xilma-xilligini hisobga olishga asoslangan inklyuziv ta'lim tamoyillarini ishtirokchi davlatlar miqyosida keng tatbiq etilishini ta'minlashdan iboratdir. Inson huquqlari va erkinliklarini kafolatlash maqsadida YUNESKO¹ tomonidan amalga oshirilayotgan dasturlar, avvalo, alohida ehtiyojga ega bolalar va kattalar uchun xavfsiz, inklyuziv ta'lim sharoitlarini yaratish, shuningdek, xalqaro standartlar va intellektual hamkorlikni zamonaviylashtirishga yo'naltirilgan. Shu bilan birga, Inson huquqlari umumjahon deklaratsiyasida belgilangan ijtimoiy tenglik tamoyillarini amalga oshirishda ta'limning umumiy ochiqligini va gender tenglikka asoslangan mexanizmlarni amaliyotga joriy etish muhim ahamiyat kasb etadi.

Mamlakatimizda inklyuziv ta'lim tizimini ta'lim oluvchilarning individual manfaatlari va ijtimoiy ehtiyojlarini inobatga olgan holda, fan, ta'lim va ishlab chiqarish o'rtasidagi uzviy aloqadorlikni ta'minlash orqali amalga oshirishga qaratilgan me'yoriy-huquqiy hujjatlar ishlab chiqildi. "Yoshlar uchun ochiq va sifatli ta'limni ta'minlash, ta'limning barcha bosqichlarida yoshlarning mukammal ta'lim olishini ta'minlash, hududlarda inklyuziv ta'lim rivojlanishi uchun shart-sharoit yaratish"² kabi muhim vazifalar belgilandi. Boshlang'ich ta'lim jarayonida o'qitish samaradorligini oshirish, ta'lim oluvchilarning imkoniyatlarini hisobga oluvchi va davlat ta'lim standartlariga muvofiq keluvchi o'quv muhitini tashkil etish, shuningdek, bu yo'nalishda ta'lim muassasalari hamda jamoat institutlari hamkorligini rivojlantirish alohida ahamiyat kasb etmoqda. Ushbu ijtimoiy-pedagogik muammolarni bartaraf etishda ta'lim sohasi, sog'liqni saqlash tizimi va

¹ UNESCO. Global education monitoring report 2020: Inclusion and education. UNESCO Publishing.2020.

² O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi "2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi PF-60-sonli Farmoni.

mahalla institutlarining imkoniyati cheklangan bolalarni sifatli ta'lim bilan ta'minlashdagi hamkorligi muhim o'rin tutadi.

O'zbekiston Respublikasi Prezidentining 2017-yil 1-dekabrda PF-5270-sonli "Nogironligi bo'lgan shaxslarni davlat tomonidan qo'llab-quvvatlash tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi, 2022-yil 28-yanvardagi PF-60-sonli "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi, 2019-yil 29-aprelda PF-5712-sonli "O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi, 2020-yil 13-oktabrdagi PQ-4860-sonli "Alohida ta'lim ehtiyojlari bo'lgan bolalarga ta'lim-tarbiya berish tizimini takomillashtirish chora-tadbirlari to'g'risida"gi qarorlari hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlantirishning ustuvor yonalishlariga mosligi. Mazkur tadqiqot ishi respublika fan va texnologiyalar rivojlanishining. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy shakllantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishi doirasida bajarildi.

Muammoning o'rganilganlik darajasi. Respublikamiz olimlari N.Z.Abidova, N.M.Azimova, X.Dj.Kalbayeva, A.B.Mamatova, N.A.Maqsudova, Sh.Z.Matupayeva, D.N.Qayumova, B.Q.Subanova, Sh.E.Toxtiyarova, X.Sh.Yunusova³ va boshqalarning ilmiy ishlarida inklyuziv ta'limning turli aspektlari o'rganilgan.

Mustaqil Davlatlar Hamdo'stligi (MDH) mamlakatlari olimlaridan S.V.Alexina, N.N.Malofeyev, L.S.Vygotskiy, Z.A.Movkebayeva, A.Pivtorak, M.R.Bikbayeva, T.B.Lutsenko, L.N.Lixodedova⁴lar bo'lajak pedagoqlarni

³ Abidova N.Z. Individual yondashuv asosida bo'lajak logopedlarning inklyuziv kompetentligini rivojlantirish mexanizmlarini takomillashtirish. Ped.f.d. (DSc) diss. avtoreferati, Toshkent – 2024, 67 b.; Azimova N.M. Inklyuziv ta'lim sharoitida eshitishda nuqsonli bo'lgan o'quvchilarning o'qish ko'nikmalarini shakllantirish texnologiyasi. Ped.f.f.d. (PhD) diss. avtoreferati, Toshkent – 2024, 55 b.; Kalbayeva X.Dj. Inklyuziv ta'lim jarayonida boshlang'ich sinf o'qituvchilarining metodik kompetentligini takomillashtirish. Ped.f.f.d. (PhD) diss. avtoreferati, Toshkent – 2024, 54 b.; Mamatova A.B. Inklyuziv ta'lim sharoitida imkoniyati cheklangan o'quvchilarning nutqini o'zbek folklori vositasida rivojlantirish. Ped.f.f.d. (PhD) diss. avtoreferati, Toshkent – 2023, 47 b.; Maqsudova N.A. Oliy ta'lim muassasalarida bo'lajak pedagoqlarni inklyuziv sharoitda ishlashga tayyorlash mexanizmlari (boshlang'ich ta'lim yo'nalish talabalari misolida). Ped.f.f.d. (PhD) diss. avtoreferati, Namangan–2023, 50 b.; Matupayeva Sh.Z. Ta'lim klasteri sharoitida boshlang'ich sinf o'qituvchilarini inklyuziv ta'limga tayyorlash texnologiyalarini takomillashtirish. Ped.f.f.d. (PhD) diss. avtoreferati, Toshkent – 2023, 57 b.; Qayumova D.N. Inklyuziv ta'lim muhitida bo'lajak tarbiyachilarni kasbiy faoliyatga tayyorlash. Ped.f.f.d. (PhD) diss. avtoreferati, Toshkent – 2023, 50 b.; Subanova B.Q. Bo'lajak surdopedagoqlarning inklyuziv kompetensiyasini rivojlantirish. Ped.f.f.d. (PhD) diss. avtoreferati, Toshkent – 2023, 49b.; Toxtiyarova Sh. E. Boshlang'ich sinf o'qituvchilarini inklyuziv ta'limga tayyorlashning pedagogik-korreksion strategiyalarini takomillashtirish. Ped.f.d. (DSc) diss. avtoreferati, Toshkent – 2024, 72 b.; Yunusova X.Sh. Innovatsion ta'lim klasteri muhitida bo'lajak defektologlarni inklyuziv ta'limga tayyorlash. Ped.f.f.d. (PhD) diss. avtoreferati, Chirchiq – 2023

⁴ Alexina, C.B. Инклюзивное образование: от образовательной политики к образовательной практике / С.В. Alexina. – Москва // Психолого-педагогические основы инклюзивного образования: коллективная монография / ред. С.В. Alexina. – Москва: Московский городской психолого-педагогический университет, 2013. – С. 5-18. Малофеев Н. Н. Современный этап в развитии системы специального образования в России: результаты исследования как основа для построения программы развития // Альманах Института коррекционной педагогики РАО. 2000. № 1.; Выготский, Л.С. Психология развития ребенка: [Сб. избр. тр.] / Л.С. Выготский. — Москва: ЭКСМО, 2003. — 501 с.; Мовкебаева З.А. «Инклюзивное образование: теория и

inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish masalasida ko'plab ilmiy izlanishlar olib borgan.

Xorijiy davlatlar olimlaridan D.Fuchs, L.S.Fuchs, Sh.Vaughn, C.S.Bos, J.S.Schumm, P.Mittler, P.Sahlberg, E.Kyrö, G.Thomas, A.Dyso, Sh.Bennett⁵lar inklyuziv ta'lim va o'qituvchilarning tayyorgarligi bo'yicha tadqiqotlar olib borgan.

Hozirgacha amalga oshirilgan tadqiqotlar pedagoglarni inklyuziv ta'lim tizimida ishlashga tayyorlashga qaratilgan ilmiy asoslarni vujudga keltirgan bo'lsa-da, oliy ta'lim muassasalarida bo'lajak pedagoglarning inklyuziv ta'lim sharoitida zarur kompetensiyalarini rivojlantirishga oid metodik yondashuvlar yetarli darajada ishlab chiqilmagan.

Dissertatsiya tadqiqotning dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya tadqiqoti Is'hoqxon ibrat nomidagi Namangan davlat chet tillari institutining 2023-2024-yillarda "ERASMUS+ Capacity Building Project 101129076 EMPOWER: Women Entrepreneurship, Empowerment, employability and self-confidence" mavzusidagi loyihasi doirasida bajarilgan.

Tadqiqotning maqsadi oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirishga doir taklif va tavsiyalar ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

oliy ta'lim tizimida bo'lajak pedagoglarning inklyuziv ta'lim sharoitida samarali ishlash kompetensiyasini rivojlantirishning nazariy va amaliy komponentlarini aniqlash;

oliy ta'lim muassasalarida bo'lajak pedagoglarning inklyuziv ta'lim muhitida samarali faoliyat ko'rsatishi uchun zarur kompetensiyalarni rivojlantirish mexanizmlarini takomillashtirish;

bo'lajak pedagoglarda inklyuziv ta'lim sharoitida kasbiy kompetensiyani rivojlantirish jarayonini tizimli yondashuv asosida takomillashtirilgan modelni ishlab chiqish;

oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirishning didaktik ta'minotini takomillashtirish.

практика» Монография, Алматы, 2016. – 117 с.; Пивторак А. Формирование инклюзивной компетентности будущих педагогов-хореографов. Автореферат диссертации на соискание ученой степени кандидата педагогических наук. Барнаул – 2024, 25 с.; Бикбаева М.Р. Стимулирование учения старшеклассников в инклюзивной образовательной среде. Автореферат диссертации на соискание ученой степени кандидата педагогических наук, Казань -2021, 22 с.; Луценко Т.В. Социально-психологическая адаптация дошкольников в инклюзивной группе. Автореферат диссертации на соискание ученой степени кандидата психологических наук, Москва – 2019, 25 с.; Лиходедова Л.Н. Теория и практика инклюзивного образования. Учебное пособие для группы специальностей «Образование», Костанай-2017, 165 с.

⁵ Fuchs, D. & Fuchs, L. S. (2000). What Is Special About Special Education?. *Journal of Special Education*, 34(4), 240-254. Vaughn, S., Bos, C. S., & Schumm, J. S. (2013). *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom* (6th ed.). Pearson. Mittler, P. (2000). *Working Towards Inclusive Education: Social Contexts*. David Fulton Publishers.Sahlberg, P. (2011). *Finnish Lessons: What Can the World Learn from Educational Change in Finland?*. Teachers College Press. Kyrö, E. (2015). *Inclusive Education in Finland: The Role of Special Education Teachers*. *International Journal of Inclusive Education*, 19(1), 103-116. Thomas, G., & Dyson, A. (2011). *Inclusive Education: Learners and Learning Contexts*. Open University Press. Bennett, S. (2013). *Special Education in Ontario Schools* (7th ed.). Highland Press.

Tadqiqotning obyekti sifatida oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish jarayonlari olinib, Guliston davlat universiteti, Namangan davlat chet tillari hamda Denov tadbirkorlik va pedagogika institutlaridan 344 nafar talabalar ishtirok etgan.

Tadqiqotning predmeti oliy ta'lim muassasalarida bo'lajak pedagoglarda inklyuziv ta'lim sharoitida samarali faoliyat yuritish kompetensiyasini shakllantirish jarayoni o'z mazmuni, shakl, metod va vositalari bilan ta'lim jarayonining yaxlit didaktik tizimini tashkil etadi.

Tadqiqotning usullari: Tadqiqot jarayonida pedagogik-psixologik hamda ilmiy-metodik manbalarni o'rganish va ularni qiyosiy tahlil qilish, modellashtirish, sotsiometrik usullar (anketa, test, so'rovlar, suhbat, intervyu), pedagogik kuzatuv, pedagogik tajriba-sinov ishlari, shuningdek, olingan natijalarni qayta ishlashda matematik-statistik metodlardan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasi tarkibiy jihatdan motivatsion-aksialogik, kognitiv, operatsional-amaliy, kommunikativ-refleksiv hamda shaxsiy-axloqiy komponentlari pedagog faoliyatini jamoatchilik nazoratiga ustuvorlik berish asosida aniqlashtirilgan;

oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish samaradorligi shaxsga yo'naltirilgan yondashuv, kompetensiyaviy va aksiologik tamoyillar uyg'unligi, pedagogik integratsiya va refleksiv monitoring mexanizmlarining joriy etilishi asosida takomillashtirilgan;

oliy ta'lim muassasalarida bo'lajak pedagoglarda inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish modeli o'z faoliyatini kasbiy ta'lim maqsadlari bilan faol tadqiqotchilik maqsadini uyg'unlashtira olish jarayonlariga ustuvorlik berish asosida "Ko'prik" va "Transformativ uyum" kabi innovatsion mualliflik metodlari bilan takomillashtirib ishlab chiqilgan;

oliy ta'lim muassasalarida bo'lajak pedagoglarda inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirishning didaktik ta'minoti, talabalarning analitik, refleksiv va ijodiy fikrlashini rivojlantirish, innovatsion pedagogik texnologiyalarni amaliyotga tatbiq qilishni tizimli qo'llash asosida takomillashtirilgan;

Tadqiqotning amaliy natijalari quyidagilardan iborat:

Tadqiqot jarayonida oliy ta'lim muassasalarida bo'lajak pedagoglarda inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirishning pedagogik jihatlari o'rganilib, mazkur kompetensiyaning tarkibiy komponentlarini baholash imkonini beruvchi diagnostik vositalar tizimi ishlab chiqilgan;

oliy ta'lim muassasalarida bo'lajak pedagoglarda inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish modeli takomillashtirilgan;

oliy ta'lim muassasalarida bo'lajak pedagoglarning inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirishni ta'minlash uchun "Ko'prik" va "Transformativ uyum" mualliflik metodlariga tayangan maxsus kurs dasturi ishlab chiqilgan;

oliy ta'lim muassasasida bo'lajak pedagoglarning inklyuziv ta'lim sharoitida samarali faoliyat yuritish kompetensiyasini rivojlantirishni ta'minlash maqsadida hamkorlikka asoslangan ta'limiy faoliyatni tashkil etish hamda inklyuziv qadriyatlarni o'zlashtirishga xizmat qiluvchi maxsus trening mashg'ulotlari majmui ishlab chiqilgan.

Tadqiqot natijalarining ishonchliligi mazkur tadqiqotda qo'llanilgan yondashuv ilmiy-metodik asosga ega bo'lib, ular inklyuziv ta'lim nazariyasi va amaliyotiga oid rasmiy manbalar, xalqaro va milliy normativ-huquqiy hujjatlar, ilg'or pedagogik tajribalar asosida tanlab olindi. Keltirilgan tahlillar hamda tajriba-sinov ishlari samaradorligi matematik-statistik metodlar vositasida ishonchli darajada aniqlashtirildi hamda tadqiqot natijasida ishlab chiqilgan xulosalar, taklif va tavsiyalar amaliyotga tatbiq etildi va tegishli vakolatli tashkilotlar tomonidan ma'qullandi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati.

Tadqiqotning *ilmiy* ahamiyati shundan iboratki, unda oliy ta'lim muassasalarida bo'lajak pedagoglarning inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirishga oid konseptual yondashuv ishlab chiqilganligi, tarkibiy komponentlari aniqlashtirilganligi, zamonaviy mulohazalar ko'lamining kengaytirilganligi, bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlanganlik darajasini aniqlash mezonlari, ko'rsatkichlari aniqlanganligi va ilmiy-metodik tavsiyalar ishlab chiqilganligi bilan izohlanadi.

Tadqiqotning *amaliy* ahamiyati – oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish bo'yicha ishlab chiqilgan nazariy va amaliy tavsiyalarni pedagogik jarayonda qo'llash imkoniyati mavjudligi, tadqiqot natijalarida ishlab chiqilgan metodlar pedagogik amaliyotga integratsiya qilinganligi, bo'lajak mutaxassislarning inklyuziv ta'limga tayyorgarligini oshirishga xizmat qilganligi, pedagogik kompetentlikni rivojlantirishning modifikatsiyalangan shakl va metodlari taqdim etilganligi, "Inklyuziv ta'lim. Gospital pedagogika" nomli o'quv qo'llanma chop etilganligi hamda oliy ta'lim muassasalari ta'lim jarayoniga joriy etilganligi bilan belgilanadi.

Tadqiqot natijalarining joriy qilinishi. Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish asosida:

oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasi tarkibiy jihatdan motivatsion-aksialogik, kognitiv, operatsional-amaliy, kommunikativ-refleksiv hamda shaxsiy-axloqiy komponentlari pedagog faoliyatini jamoatchilik nazoratiga ustuvorlik berish asosida aniqlashtirishga oid tavsiyalardan "Inklyuziv ta'lim. Gospital pedagogika" nomli o'quv qo'llanma mazmuniga singdirilgan (Oliy ta'lim, fan va innovatsiyalar vazirligining 2025-yil 9-iyuldagi 258-son buyrug'iga ko'ra berilgan 597114-raqamli nashr ruxsatnomasi). Natijada, tadqiqot jarayonida bo'lajak pedagoglarning inklyuziv ta'lim sharoitida samarali ishlash malaka va ko'nikmalarini rivojlantirishga oid pedagogik jihatlar ochib berilib, ularni aniqlash va baholashga mo'ljallangan diagnostik vositalar ishlab chiqilgan;

oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish samaradorligi shaxsga yo'naltirilgan yondashuv, kompetensiyaviy va aksiologik tamoyillar uyg'unligi, pedagogik integratsiya va reflektiv monitoring mexanizmlarining joriy etilishi asosida takomillashtirishga doir taklif va tavsiyalardan 2023-2024-yillarda Namangan davlat chet tillari institutining 2023-2024-yillarda bajarilgan "ERASMUS+ Capacity Building Project 101129076 EMPOWER:Women Entrepreneurship, Empowerment, employability and self-confidence" (14-iyul 2025-yil. 1642-03-sonli ma'lumotnomasi) nomli loyihasi doirasida. Natijada, oliy ta'lim tizimida bo'lajak pedagoglarning kasbiy tayyorgarlik darajasi, psixologik moslashuvchanlik salohiyati va ta'lim jarayonidagi faoliyat samaradorligi sezilarli darajada oshirilishi ilmiy jihatdan asoslab berilgan;

oliy ta'lim muassasalarida bo'lajak pedagoglarda inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish modeli o'z faoliyatini kasbiy ta'lim maqsadlari bilan faol tadqiqotchilik maqsadini uyg'unlashtira olish jarayonlariga ustuvorlik berish asosida "Ko'prik" va "Transformativ uyum" kabi innovatsion mualliflik metodlari bilan takomillashtirib ishlab chiqishga oid taklif va tavsiyalardan O'zbekiston Milliy teleradiokompaniyasi "O'zbekiston-24" ijodiy birlashmasi "O'zbekiston" teleradiokanali tomonidan 2025-yil yanvar-iyun oylaridagi sonlarida "Ta'lim va taraqqiyot", "O'zbekiston yoshlari" dastur va ssenariylarini tayyorlashda keng foydalanilgan (O'zbekiston Milliy teleradiokompaniyasi "O'zbekiston telekanali" 2025-yil 21-iyuldagi 05-09-1202-son ma'lumotnomasi). Natijada, inklyuziv ta'lim sharoitida pedagogik kompetensiyani rivojlantirishga xizmat qiluvchi, "Ko'prik" hamda "Transformativ uyum" metodlariga asoslangan o'quv kursi ishlab chiqilgan;

oliy ta'lim muassasalarida bo'lajak pedagoglarda inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirishning didaktik ta'minoti, talabalarning analitik, reflektiv va ijodiy fikrlashini rivojlantirish, innovatsion pedagogik texnologiyalarni amaliyotga tatbiq qilishni tizimli qo'llash asosida takomillashtirishga doir metodik tavsiyalar "Inklyuziv ta'lim. Gospital pedagogika" nomli o'quv qo'llanma mazmuniga singdirilgan (Oliy ta'lim, fan va innovatsiyalar vazirligining 2025-yil 9-iyuldagi 258-son buyrug'iga ko'ra berilgan 597114-raqamli nashr ruxsatnomasi). Natijada, oliy ta'lim muassasalari sharoitida pedagog kadrlarning inklyuziv ta'limga oid kompetensiyasini rivojlantirishga mo'ljallangan trening mashg'ulotlari tizimi ishlab chiqilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 2 ta xalqaro va 4 ta respublika ilmiy-amaliy anjumanlarida muhokama etilgan.

Tadqiqot natijalarining e'lon qilinishi. Tadqiqot mavzusi bo'yicha jami 12 ta ilmiy ish, jumladan, 1 ta o'quv qo'llanma, 11 ta maqola. Shundan, O'zbekiston Respublikasi Oliy Attestatsiya Komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etishga tavsiya qilingan ilmiy nashrlarda 5 ta ilmiy maqola, shundan 3 tasi respublika va 2 tasi xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uchta bob, sakkiz paragraf, umumiy xulosalar, foydalanilgan adabiyotlar ro'yxati va ilovalardan iborat.

DISSERTATSIYANING ASOSIY MAZMUNI

Dissertatsiyani kirish qismida dissertatsiya mavzusining dolzarbligi va zarurati asoslangan, tadqiqotning maqsadi, vazifalari, obyekti va predmeti tavsiflangan, Respublika fan va texnologiyalarni rivojlantirishning ustuvor yo‘nalishlariga mosligi ko‘rsatilgan, hamda tadqiqotning ilmiy yangiligi, amaliy natijalari bayon qilingan, olingan natijalarning ilmiy va amaliy ahamiyati ochib berilgan, tadqiqot natijalarini amaliyotga joriy etish, nashr qilingan ishlar va tuzilishi bo‘yicha ma‘lumotlar keltirilgan.

Birinchi bob **“Bo‘lajak pedagoglarni inklyuziv ta‘lim sharoitida ishlash kompetensiyasini rivojlantirishning nazariy-asosiy tamoyillari”** -deb nomlanib, unda inklyuziv ta‘limning zamonaviy konsepsiyalari, bo‘lajak pedagoglarni inklyuziv ta‘lim muhitida ishlashga tayyorlashning xorijiy va mahalliy tajribalari, inklyuziv ta‘lim muhitida pedagog faoliyatining o‘ziga xos xususiyatlari tahlil qilingan.

XXI asrda ta‘lim tizimining eng muhim tamoyillaridan biri – inklyuziv ta‘limdir. Bu yondashuv barcha o‘quvchilarga, jumladan, maxsus ehtiyojli bolalarga ham teng huquqli ta‘lim olish imkonini beradi. Inklyuzivlik nafaqat ijtimoiy adolat va inson huquqlarini ta‘minlash, balki jamiyatda bag‘rikenglikni qaror toptirish, ijtimoiy tafovutlarni kamaytirish uchun ham muhimdir. O‘zbekistonda ham so‘nggi yillarda inklyuziv ta‘lim davlat siyosatining ustuvor yo‘nalishlaridan biriga aylangan bo‘lib, “Ta‘lim to‘g‘risida”gi Qonun, Prezident farmonlari va “Yangi O‘zbekiston – 2030” strategiyasi bu yo‘nalishda keng imkoniyatlarni ochib bermoqda.

Inklyuziv ta‘limni samarali joriy etishda eng muhim shaxs – bu pedagogdir. O‘qituvchidan nafaqat dars o‘tish mahorati, balki psixologik qo‘llab-quvvatlash, individual yondashuv, kommunikativ kompetensiya va raqamli vositalardan samarali foydalanish ko‘nikmalari ham talab qilinadi. Shu bois oliy ta‘lim muassasalarida bo‘lajak pedagoglarni inklyuziv sharoitda ishlashga tayyorlash – dolzarb vazifa. Hozirda O‘zbekistondagi ko‘plab oliy o‘quv yurtlarida maxsus kurslar yetarli darajada yo‘lga qo‘yilmagan, amaliy tajriba cheklanganligi aniqlangan.

Tadqiqotda ilmiy adabiyotlar tahlili asosida inklyuziv ta‘lim tushunchasi “barcha talabalar, shu jumladan maxsus ehtiyojli shaxslarning ham umumiy ta‘lim muhitida teng imkoniyatlarga ega bo‘lib ta‘lim olishini ta‘minlaydigan yondashuv” sifatida aniqlanib, uning asosiy tamoyillari aniqlangan. Inklyuziv ta‘lim nazariyasining rivojlanish bosqichlari tahlil qilinib, uning zamonaviy holati baholangan.

O‘zbekiston Respublikasida inklyuziv ta‘limni rivojlantirish davlat siyosatining ustuvor yo‘nalishlaridan biri bo‘lib, bu jarayon 2022–2026-yillarga mo‘ljallangan Yangi O‘zbekiston taraqqiyot strategiyasi (O‘zbekiston Respublikasi Prezidentining 2022-yil 28-yanvar PF-56-sonli Farmoni) doirasida kelajak avlodni barkamol, ijtimoiy faol va teng huquqli shaxslar sifatida tarbiyalash maqsadiga xizmat qiladi. Ushbu strategiya ta‘lim muassasalarining moddiy-texnika bazasini mustahkamlash, o‘quv dasturlarini moslashtirish, sifatli ta‘lim xizmatlarini kengaytirish va yuqori malakali pedagog kadrlar tayyorlashni o‘z ichiga oladi.

Integratsiya - nogironligi yoki maxsus ehtiyojlari bor bolalarni mavjud ta‘lim tizimiga moslashtirish jarayoni, inklyuziya esa butun ta‘lim tizimini har qanday

o‘quvchining ehtiyojlariga moslashtirish yondashuvidir. Integratsiya va inklyuziyaning asosiy farqlar(1-jadvalga qarang).

1-jadval.

Integratsiya va inklyuziyaning asosiy farqlari

Integratsiya	Inklyuziya
O‘quvchi mavjud tizimga moslashishi kerak	Ta’lim tizimi o‘quvchining ehtiyojlariga moslashadi
Maxsus ehtiyojli talabalar alohida sinflarda o‘qitiladi	Maxsus ehtiyojli talabalar umumiy sinflarda ta’lim oladi
Differensial yondashuv cheklangan	Individual ta’lim yondashuvi asosiy tamoyil hisoblanadi

D.Mitchellning fikricha: “Inklyuziv kompetensiya” atamasi bo‘lajak pedagogning maxsus ehtiyojli o‘quvchilar bilan ishlashda zarur bo‘lgan bilim, ko‘nikma, malaka va shaxsiy sifatlar majmuasini anglatadi.

O‘zbek olimlari orasida A.Nurmanov inklyuziv kompetensiyani “o‘quvchilarning ijtimoiy va shaxsiy ehtiyojlariga mos pedagogik yondashuvlarni qo‘llash qobiliyati” deb ta’riflaydi. U ko‘proq pedagogik-didaktik yondashuvga urg‘u beradi. Bu yerda asosiy e’tibor pedagogning har bir o‘quvchining noyob ehtiyojlarini anglab yetishi va ularga mos ta’lim strategiyalarini qo‘llay olishiga qaratiladi.

A.Ashurov uni “pedagogning maxsus ehtiyojli o‘quvchilar bilan ishlashda kommunikativ va psixologik ko‘nikmalari majmui” sifatida belgilaydi.

Inklyuziv kompetensiya - bo‘lajak pedagogning alohida ta’lim ehtiyojli o‘quvchilar bilan ishlashda moslashtirilgan ta’lim muhitini tashkil etish, differensial metodlar, kommunikativ va psixologik-pedagogik yondashuvlarni qo‘llash, shuningdek, raqamli texnologiyalardan foydalanish orqali samarali ta’lim jarayonini ta’minlay oladigan bilim, ko‘nikma, malaka va shaxsiy sifatlar majmuidir.

Kognitiv yondashuv asosida inklyuziv kompetensiyani rivojlantirish pedagogik hodisa sifatida ikki tomonlama o‘zaro bog‘liq jarayondir: bir tomondan, kognitiv faoliyat o‘quvchining o‘zini o‘zi tashkil etishi va o‘zini o‘zi anglash shaklidir; ikkinchi tomondan, kognitiv faoliyat o‘qituvchining o‘quvchining bilish faoliyatini tashkil etishdagi alohida harakatlarining natijasi sifatida qaraladi.

Aynan talabalik davrida nafaqat jismoniy, balki psixologik xususiyatlar va aqliy funktsiyalar: idrok, e’tibor, xotira, fikrlash, nutq va his-tuyg‘ular rivojlanishida maksimal darajaga yetadi. B.G.Ananiyevning ta’kidlashicha, hayotning ushbu davri o‘qitish va kasbiy tayyorgarlik uchun imkon qadar qulaydir.

AQSh, Kanada, Buyuk Britaniya, Germaniya, Finlandiya, Yaponiya kabi rivojlangan davlatlar inklyuziv ta’limni rivojlantirish bo‘yicha kuchli siyosat yuritmoqda. Ushbu davlatlarda pedagoglarni tayyorlashda inklyuziv kompetensiyalarni rivojlantirish uchun maxsus modullar, treninglar va amaliyot tizimlari ishlab chiqilgan. Masalan: Finlandiyada har bir pedagog uchun inklyuziv ta’lim bo‘yicha maxsus kurslar o‘qitiladi. Kanadada pedagoglar tayyorgarligida inklyuziv muhit yaratish uchun ijtimoiy-psixologik treninglar o‘tkaziladi. Buyuk Britaniyada esa har bir universitetda inklyuziv ta’lim bo‘yicha ilmiy markazlar faoliyat yuritadi.

O‘zbekiston Respublikasida inklyuziv ta’limni rivojlantirish ta’lim siyosatining ustuvor yo‘nalishlaridan biri sifatida belgilangan. 2030-yilgacha mo‘ljallangan ta’lim strategiyasi barcha ta’lim muassasalarida inklyuziv ta’lim imkoniyatlarini oshirishni nazarda tutadi.

Bo‘lajak pedagoglarni inklyuziv ta’lim muhitida ishlashga tayyorlash borasidagi xorijiy tajriba o‘rganilib, AQSh, Kanada, Finlandiya kabi davlatlarning tajribalari tahlil qilingan. Oliy ta’lim muassasalarida bo‘lajak pedagoglarning inklyuziv kompetentligini rivojlantirish dasturlarining mazmuni va o‘qitish metodikalari taqqoslanib, ularning kuchli va zaif tomonlari aniqlangan.

2-jadval.

Milliy va xalqaro tajribaning qiyosiy tahlili

Taqdim etilgan mezonlar	O‘zbekiston tajribasi	Xalqaro tajriba (AQSh, Kanada, Finlandiya)
Huquqiy asos	Davlat dasturlari mavjud, lekin rivojlanish bosqichida	Maxsus qonun va dasturlar ishlab chiqilgan
Pedagog tayyorlash	Malaka oshirish kurslari mavjud, ammo to‘liq tizim shakllanmagan	Majburiy sertifikatli va doimiy malaka oshirish talab etiladi
O‘quv dasturlari	Inklyuziv yondashuvni qamrab oluvchi yangi dasturlar ishlab chiqilmoqda	Moslashtirilgan, individual ta’lim rejalarini mavjud
Maktab infratuzilmasi	Ixtisoslashgan maktablar mavjud, umumta’lim maktablarida to‘liq joriy etilmagan	Har bir maktab inklyuziv ta’lim sharoitiga moslashtirilgan

O‘zbekiston va xorijiy mamlakatlarda ham inklyuziv ta’limga bo‘lgan e’tibor katta. Nogiron bolalarni o‘qitish bo‘yicha xorijiy tajribani tahlil qilgandan so‘ng shuni ta’kidlash mumkinki, bir qator mamlakatlarda bunday bolalarni birlashtirish muhimligi to‘g‘risida aniq kelishuv mavjud. Dunyoning qaysi mamlakatini olmaylik, barcha davlatlarda hech bir bola davlat e’tiboridan chetda qolmasligi prinsipi asosiy tamoyillardan biri hisoblanadi.

Mazkur tadqiqot O‘zbekiston ta’lim tizimida inklyuziv ta’limga tayyorgarlik jarayonini xalqaro tajribalarni mahalliy kontekstga moslashtirish orqali takomillashtirishga yo‘naltirilgan. Ushbu jarayon nafaqat maxsus ehtiyojli bolalarning ta’lim olish huquqini ta’minlaydi, balki jamiyatning ijtimoiy adolat va tenglik tamoyillariga sodiqligini mustahkamlaydi. O‘zbekistonning milliy qadriyatlariga asoslangan innovatsion yondashuvlar va xalqaro tajribalarni integratsiya qilish inklyuziv ta’limning barqaror rivojlanishini ta’minlaydi.

Umuman olganda, bo‘lajak pedagoglarni inklyuziv sharoitda ishlashga tayyorlash nafaqat ularning kasbiy tayyorgarligini oshirish, balki jamiyatda inklyuziv madaniyatni shakllantirishga ham xizmat qiladi. Zamonaviy pedagogikada inklyuziyaning rivojlanish tendensiyalari pedagoglarni yangi metodik va psixologik yondashuvlarni o‘zlashtirishga undaydi. Xalqaro va milliy tajribalar shuni ko‘rsatadiki, inklyuziv ta’limni samarali joriy etish uchun kompleks yondashuv, pedagoglarning doimiy o‘qitilishi va ta’lim tizimining uzviy takomillashtirilishi zarur. Shu bois oliy ta’lim muassasalarida bo‘lajak pedagoglarning inklyuziv sharoitda ishlash kompetensiyasini rivojlantirish ularning kasbiy faolligini oshirish bilan birga, ta’lim tizimining ijtimoiy integratsiyasini ham ta’minlaydi.

Ikkinchi bob “Bo‘lajak pedagoglarni inklyuziv ta‘lim sharoitida ishlashga tayyorlashning metodik asoslari” deb nomlanib, unda bo‘lajak pedagoglarning inklyuziv ta‘lim muhitida ishlashga tayyorligini diagnostika qilish metodikasi, inklyuziv kompetentlikni rivojlantirish metodikasi va uni takomillashtirish yo‘llari yoritilgan.

Bo‘lajak pedagoglarning inklyuziv ta‘lim muhitida ishlashga tayyorligini diagnostika qilish uchun maxsus mezonlar va darajalar ishlab chiqilgan. Mezon sifatida kognitiv, amaliy, motivatsion va reflektiv komponentlarning rivojlanganlik darajalari belgilangan. Har bir komponent uchun quyi, o‘rta va yuqori darajalar tavsiflangan. Diagnostika vositalari sifatida so‘rovnomalar, testlar, amaliy topshiriqlar, keys-stadi, kuzatuv protokollari, o‘z-o‘zini baholash anketalari ishlab chiqilgan.

Zamonaviy ta‘lim tizimida o‘qituvchilarning pedagogik kompetensiyalari ta‘lim jarayonining samaradorligini ta‘minlashda asosiy omil hisoblanadi. Inklyuziv ta‘limning muvaffaqiyat ko‘pchilikdano‘qituvchilarning kasbiy tayyorgarlik darajasi va inklyuziv kompetensiyalarga ega bo‘lishiga bog‘liq. Metodik, psixologik va didaktik kompetensiyalar o‘qituvchining ta‘lim-tarbiyaviy faoliyatni samarali tashkil etish, o‘quvchilarning individual xususiyatlarini hisobga olish va zamonaviy ta‘lim talablariga moslashish qobiliyatini belgilaydi. Bu kompetensiyalar inklyuziv ta‘lim kontekstida ayniqsa muhim bo‘lib, maxsus ehtiyojli o‘quvchilar bilan ishlashda moslashuvchan yondashuv, innovatsion metodlar va psixologik qo‘llab-quvvatlashni talab qiladi. Inklyuziv ta‘limda muvaffaqiyatli ta‘lim-tarbiyaviy faoliyat uchun metodik, psixologik va didaktik kompetensiyalar birgalikda rivojlantirilishi kerak; bu kompetensiyalarni mustahkamlash nafaqat akademik natijalarni, balki o‘quvchilarning ijtimoiy-psixologik rivojlanishini ham shakllantiradi.

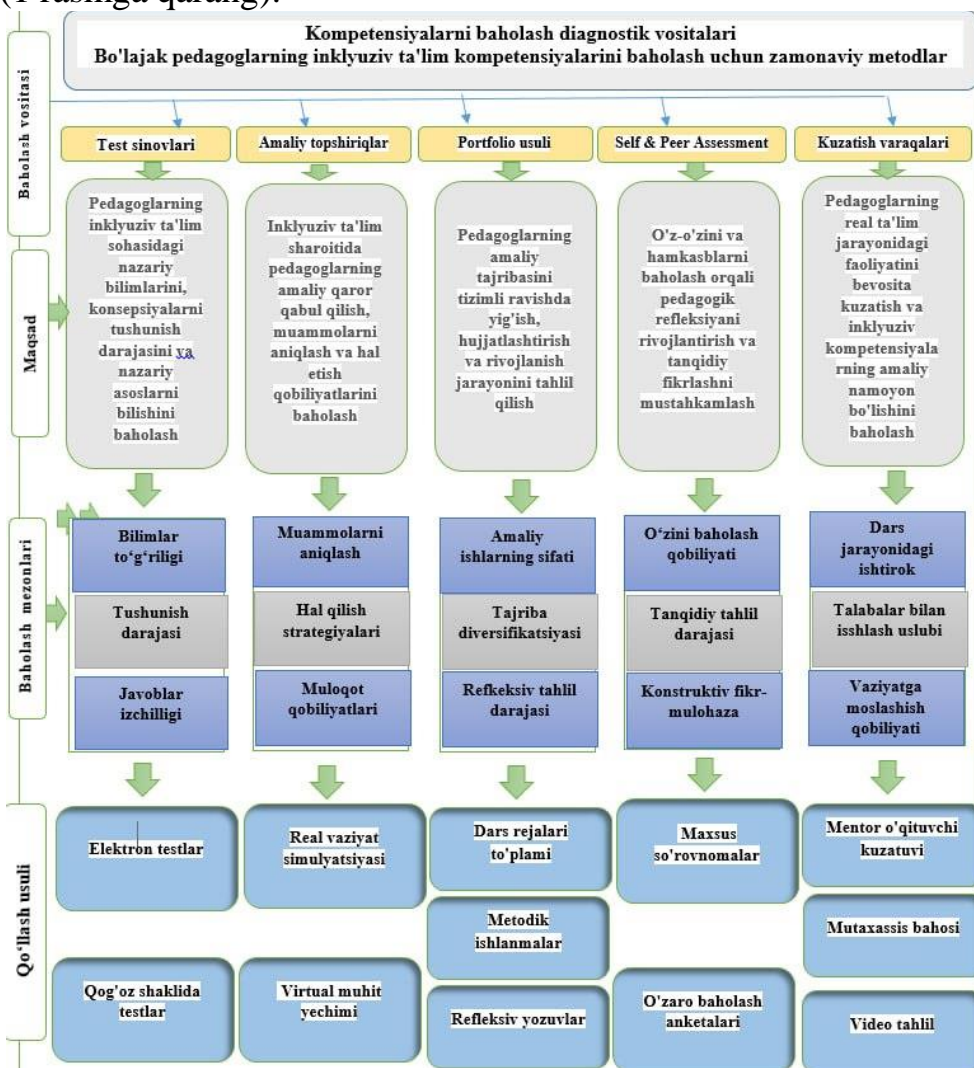
Tadqiqotimizda bo‘lajak pedagoglarning inklyuziv ta‘lim berishda o‘qitish quyidagi metodlarni ko‘rib chiqamiz:

Amaliy mashg‘ulotlar - amaliy mashg‘ulotlar real vaziyatlarni tahlil qilish va muammolarni hal etish orqali bo‘lajak pedagoglarni inklyuziv muhitda ishlashga tayyorlaydi. Bu metod maxsus ehtiyojli o‘quvchilar bilan ishlashda amaliy ko‘nikmalarni rivojlantiradi. Masalan, talabalar inklyuziv sinflarda dars o‘tadi, maxsus ehtiyojli o‘quvchilarning o‘quv rejasini ishlab chiqadi va guruh ishi orqali ijtimoiy moslashuvni qo‘llab-quvvatlaydi. O‘zbekistonda bu metod Toshkent Davlat Pedagogika Universitetida qo‘llaniladi, lekin maktablar bilan hamkorlikning yetishmasligi samaradorlikni cheklaydi.

Portfolio usuli - portfolio usuli bo‘lajak pedagoglarni o‘z tajribalarini hujjatlashtirish, tahlil qilish va baholash orqali kasbiy rivojlanishini ta‘minlaydi. Portfolio o‘qituvchining dars rejalarini, o‘quv materiallarini, reflektiv yozuvlarini va inklyuziv sinflardagi tajribalarini o‘z ichiga oladi. O‘zbekistonda portfolio usuli oliy ta‘lim muassasalarida qisman qo‘llaniladi, lekin tizimli baholash mexanizmlarining yo‘qligi muammo sifatida qolmoqda. Kasbiy refleksiya - kasbiy refleksiya o‘qituvchilarning o‘z faoliyatlarini tahlil qilish orqali o‘zini ta‘minlaydi. Bu metod o‘qituvchilarni o‘z ishlarini baholash, xatolarini aniqlash va yaxshilash yo‘llarini topishga undaydi. O‘zbekistonda kasbiy refleksiya treninglar

orqali qo'llaniladi, lekin o'qituvchilarning reflektiv ko'nikmalarini rivojlantirish uchun maxsus dasturlar yetishmaydi.

Mentorlik va treninglar - mentorlik tajribali o'qituvchilarning bo'lajak pedagoglarga inklyuziv muhitda ishlash bo'yicha yo'l-yo'riq ko'rsatishini o'z ichiga oladi. Treninglar esa maxsus ehtiyojli o'quvchilar bilan ishlashda metodik va psixologik ko'nikmalarni rivojlantiradi. O'zbekistonda "Uzluksiz pedagogik ta'lim" loyihasi doirasida treninglar tashkil etiladi, lekin mentorlik tizimi yetarli darajada rivojlanmagan. O'zbekiston pedagogik oliy ta'lim muassasalarida inklyuziv ta'lim bo'yicha kompetensiyalarni rivojlantirish maxsus kurslar, tajribaviy loyihalar hamda zamonaviy o'qitish metodlari — jumladan, amaliy mashg'ulotlar, portfolioga asoslangan yondashuv, kasbiy refleksiya, mentorlik va treninglar orqali amalga oshirilmoqda. Xalqaro tajribalarni milliy qadriyatlar bilan uyg'unlashtirish inklyuziv ta'limning samaradorligini oshiradi, bu esa O'zbekistonning inklyuziv jamiyat qurishdagi sa'y-harakatlarini mustahkamlaydi. Bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlashga tayyorlashning pedagogik jihatlarini chuqur o'rganish va ularning kompetensiyasini baholash uchun diagnostik vositalarni ishlab chiqishda quyidagi bosqichlarni ko'rib chiqish mumkin (1 rasimga qarang).



1 rasm. Kompetensiyalarni baholash diagnostik vositalari.

Bo'lajak pedagoglarning inklyuziv ta'lim kompetensiyalarini obyektiv va har tomonlama baholash zamonaviy ta'lim tizimining muhim talablaridan biridir. Diagnostik baholash vositalari nafaqat talabalarning hozirgi bilim va ko'nikma darajasini aniqlaydi, balki ularning kelajakdagi rivojlanish yo'nalishlarini belgilash va individual ta'lim trayektoriyalarini ishlab chiqishda ham muhim rol o'ynaydi.

Mualliflik asosida yaratilgan "Inklyuziv ta'lim portfoliosi" nomli portfolio — bu o'quv jarayonida maxsus ehtiyojli talabalarning umumiy ta'lim muhitiga muvaffaqiyatli integratsiyasini ta'minlashga qaratilgan muhim metodik vosita sifatida xizmat qiladi. Ushbu portfolio talabalarga o'z imkoniyatlarini ro'yobga chiqarish, individual rivojlanish yo'llarini belgilash va inklyuziv muhitda samarali o'qish jarayonini kuzatish imkonini yaratadi. Bundan tashqari, u talabalarga ijtimoiy moslashuv ko'nikmalarini rivojlantirish, hamkorlik qilish va o'zaro hurmat muhitini shakllantirishni o'rgatadi. Bizga ma'lumki, portfolio innovatsion texnologiyalardan biridir. Portfolio va innovatsion texnologiyalar o'rtasidagi aloqadorlik shundan iboratki, zamonaviy raqamli texnologiyalar, adaptive vositalar va universal dizayn printsiplari portfolioni yaratish, individual ehtiyojlarga moslash va samarali ta'lim jarayonini tashkil etishda muhim rol o'ynaydi. Innovatsion texnologiyalar yordamida inklyuziv portfolio yaratish va tatbiq etish maxsus ehtiyojli talabalar uchun ko'plab imkoniyatlar va samarali ta'lim muhitini taqdim etadi.



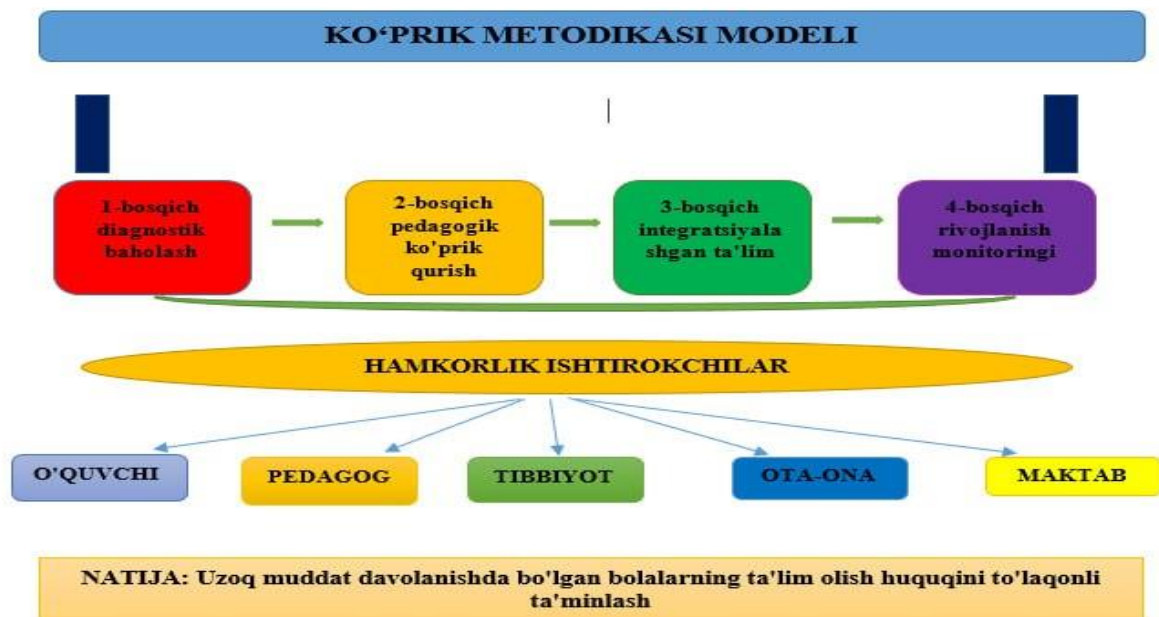
2-rasm. "Inklyuziv ta'lim portfoliosi"

"Maxsus ehtiyojlar tahlilchisi" dasturi bo'lajak pedagoglar uchun inklyuziv ta'lim muhitida ishlashda yordam beruvchi avtomatlashtirilgan tizim sifatida ishlab chiqilgan. Bu dastur maxsus ehtiyojlarni aniqlash, individual ta'lim rejalarini tuzish, rivojlanish dinamikasini kuzatish imkonini beradi.



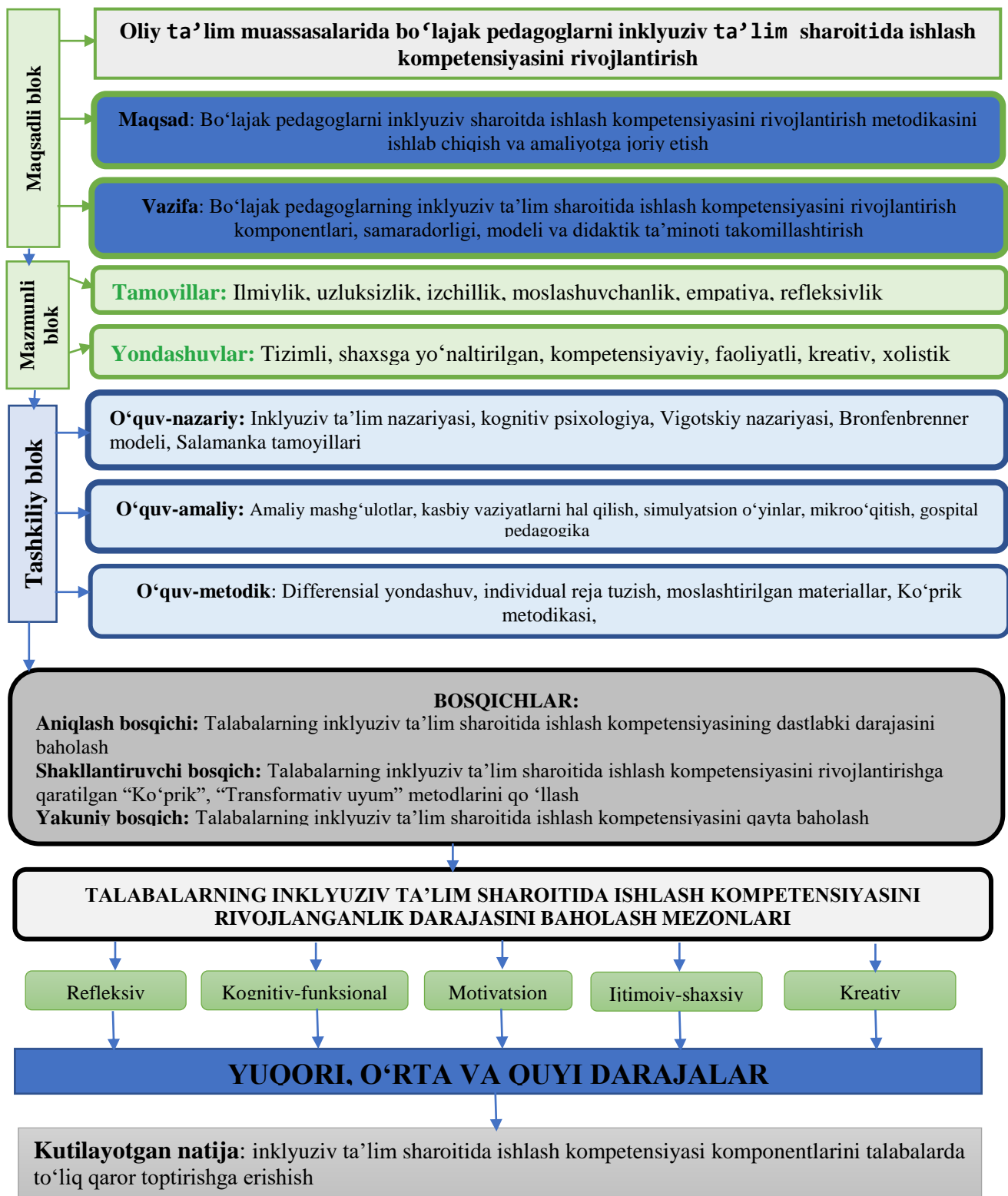
3-rasm. "Maxsus ehtiyojlar tahlilchisi" dasturi.

Shuningdek, mualliflik asosida "Ko'prik" metodi ishlab chiqilgan bo'lib, "Ko'prik" metodi – maxsus ehtiyojli talabalarni umumiy ta'lim muhitiga bosqichma-bosqich integratsiyalash, ularni alohida ta'limdan inklyuziv ta'limga o'tkazish jarayonini tashkil etishga qaratilgan kompleks pedagogik tizimdir. Metodning nomi ramziy ma'noga ega bo'lib, alohida ta'lim va umumiy ta'lim o'rtasidagi "ko'prik" vazifasini bajaradi. Bu metod bolaning kasallik holatini cheklov emas, balki transformatsiya imkoniyati sifatida ko'rish orqali bolalarning ichki potensialini ochishga qaratilgan.



4-rasm. Ko'prik metodikasi modeli.

Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish tizimi modeli yaratilib, modelning umumiy tuzilishi 4 bosqichli vertikal oqim ko'rinishida tashkil etilgan bo'lib, har bir blok o'zining aniq vazifasi va mazmuniga ega. Bu model nazariy va amaliy jihatlarni qamrab olgan bo'lib, zamonaviy pedagogik yondashuvlar, innovatsion metodlar va inklyuziv ta'limning xalqaro tajribalariga asoslangan.



5-rasm. Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish modeli.

Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish tizimi modeli zamonaviy ta'lim tizimida inklyuziv yondashuv tobora muhim ahamiyat kasb etmoqda. Bugungi kunda har bir o'quvchi, uning individual xususiyatlari va ehtiyojlaridan qat'i nazar, sifatli ta'lim olish huquqiga ega ekanligi xalqaro miqyosda tan olingan. Bu esa ta'lim

muassasalari oldiga yangi vazifalarni qo'yadi va pedagoglardan maxsus kasbiy kompetensiyalarga ega bo'lishni talab qiladi.

Taqdim etilayotgan model oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlashga tayyorlash va zaruriy kompetensiyalarni shakllantirishning yaxlit tizimini aks ettiradi. Ushbu model nazariy va amaliy jihatlarni qamrab olgan bo'lib, zamonaviy pedagogik yondashuvlar, innovatsion metodlar va inklyuziv ta'limning xalqaro tajribalariga asoslangan.

Model bo'lajak pedagoglarning inklyuziv kompetensiyalarini shakllantirish jarayonini tizimli tashkil etish, bosqichma-bosqich amalga oshirish va samaradorlikni baholash imkonini beradi. Bu erda nafaqat maxsus bilim va ko'nikmalar, balki talabalarda inklyuziv qadriyatlar tizimini shakllantirish, empatiya va tolerantlikni rivojlantirish masalalari ham o'z aksini topgan.

Dissertatsiyaning **“Bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlashga tayyorlash metodikasining tajriba-sinov ishlari va samaradorlik natijalari”** deb nomlangan uchinchi bobida mavzu doirasida olib borilgan metodik imkoniyatlar va ularning samaradorligini aniqlashga doir tajriba sinov ishlarini tashkil etish hamda natijalarni tahlil etish tartibi yoritilgan.

O'zbekistonning pedagogik oliy ta'lim tizimida so'nggi yillarda amalga oshirilayotgan transformatsiya jarayonlari talabalarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirishga qaratilgan. Ushbu jarayonlar, o'z navbatida, o'quvchilarning bilim olish jarayonida faol ishtirok etishlarini ta'minlaydi, shuningdek, ularning maxsus ehtiyojli talabalarga individual yondashish va muammoni hal qilish qobiliyatini oshirishga yordam beradi. “Talabalarinklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish, pedagogik tajribalar orqali ularning o'z qobiliyatlarini anglashlari, inklyuziv muhitda yangi g'oyalarni yaratishlari va ularni amaliyotda qo'llashlari uchun zarurdir. Pedagogik tajriba-sinov ishlarini tashkil etish va amalga oshirish metodikasi talabalarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirishda muhim rol” o'ynaydi. Ushbu metodika orqali o'quvchilarning dars jarayonida faol ishtirok etishlari, guruhda ishlashlari va inklyuziv ta'limga oid muammoli vaziyatlarga echim topishlari uchun imkoniyat yaratiladi. Misol uchun, talabalar o'rganayotgan mavzu bo'yicha o'z fikrlarini ishlab chiqishlari va bu fikrlarni guruh ichida muhokama qilishlari mumkin. Bu jarayon talabalarni o'z fikrlarini ifoda etishga va boshqalar bilan baham ko'rishga undaydi, shu bilan birga, ularning o'zaro hamkorlik va muloqot ko'nikmalarini ham rivojlantiradi.

Pedagogik tajriba-sinov ishlari oliy ta'lim muassasalarining pedagogik yo'nalishlarida olib borildi. Tadqiqot 2-kurs talabalarini qamrab oldi. “Oliy ta'lim muassasasida tashkil etilayotgan ijtimoiy-pedagogik jarayon o'quv mashg'ulotlari bilan bir qatorda malakali, yuksak bilimli, jismoniy jihatdan rivojlangan yosh kadrlarni tayyorlash uchun muhim ahamiyatga ega bo'lgan turli tadbirlarni ham o'z ichiga oladi”. Oliy ta'lim muassasasi talabalari uchun muayyan hayot tarzini yaratadi va butun pedagog kadrlarning asosiy vazifalaridan biri pedagogik oliy ta'lim transformatsiyasi jarayonlarida talabalarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirishni ta'minlashdir. Bu vazifa pedagogik oliy ta'lim

transformatsiyasi jarayonlarida talabalarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish maqsadli bo'lishi kerak.

Tajriba-sinov ishlari 2022–2025 yillar davomida Namangan davlat chet tillari instituti, Guliston davlat universiteti, Denov tadbirkorlik va pedagogika institutidan ikkinchi kurs “talabalar bilan olib borildi. Tajriba-sinov guruhlarida jami 174 va nazorat guruhlarida 170 nafar talaba” jami, 344 nafar talaba qamrab olindi. Dastlab tajriba-sinov ishlari bosqichlari ishlab chiqilgan bo'lib, u o'z ishiga maqsadga doir metod, usul, pedagogik texnologiyalar, ta'limning noan'anaviy shakllari va vositalari mazmunini qamrab oldi. Ta'lim muassasalari hududlar kesimida tanlab olinib, talabalar tajriba va nazorat guruhlariga ajratildi. Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish bo'yicha tajriba-sinov ishlari uch bosqichda olib borilishi ko'zda tutildi.

Tajriba-sinov ishlari uch bosqichda o'tkazildi:

Asoslovchi-dagnostik bosqich: Talabalarning inklyuziv ta'lim sharoitida ishlash kompetensiyasining dastlabki holati, shu jumladan, maxsus ehtiyojli o'quvchilar bilan ishlashga tayyorgarligi, raqamli vositalardan (xususan, “Maxsus ehtiyojlar tahlilchisi” dasturi kabi) foydalanish ko'nikmalari, inklyuziv madaniyatga munosabati aniqlandi. Ushbu bosqichda so'rovnomalar, testlar, intervyular va o'z-o'zini baholash shakllaridan foydalanildi. Natijalar, talabalarda inklyuziv kompetentlik va uning amaliy jihatlari bo'yicha sezilarli bo'shliqlar mavjudligini ko'rsatdi. Jumladan, “Maxsus ehtiyojlar tahlilchisi” dasturi orqali ma'lumot tahlil qilish, “Ko'prik” metodikasi yoki “Transformativ uyum” metodikasi kabi innovatsion yondashuvlar bo'yicha bilimlari va amaliy ko'nikmalari juda past darajada ekani aniqlandi.

Shakllantiruvchi bosqich: Bu bosqichda tajriba guruhlarida ishlab chiqilgan va tajriba-sinovdan o'tkazilgan bo'lajak pedagoglarda inklyuziv ta'lim sharoitida ishlash kompetensiyasini rivojlantirish metodikasi amaliyotga joriy etildi. Nazorat guruhlarida esa ta'lim an'anaviy dasturlar asosida davom ettirildi. Metodika quyidagi asosiy komponentlarni o'z ichiga oldi:

“Ko'prik”, “Transformativ uyum” metodikasi: Nazariy bilimlar amaliy keystadi tahlillari, muammoli vaziyatlarni hal etish va simulyatsiyalar bilan uyg'unlashtirildi. “Maxsus ehtiyojlar tahlilchisi” dasturi: Maxsus ishlab chiqilgan modullar orqali talabalar real vaqt rejimida inklyuziv ta'limga oid resurslarni yaratish, o'zaro hamkorlik qilish va virtual muhitda amaliy ko'nikmalarni shakllantirish imkoniyatiga ega bo'ldilar. “Maxsus ehtiyojlar tahlilchisi”: Ushbu dastur yordamida talabalar maxsus ta'lim ehtiyojli o'quvchilarning individual xususiyatlarini tahlil qilish, ularning ehtiyojlarini aniqlash va shaxsiylashtirilgan ta'lim rejasini ishlab chiqish bo'yicha amaliy ko'nikmalarini rivojlantirdilar. Dastur talabalarning tahliliy fikrlash, muammolarni diagnostika qilish va samarali echimlar topish qobiliyatini kuchaytirdi.

“Inklyuziv ta'lim portfoliosi”ni yuritish: Har bir talaba o'zining inklyuziv ta'lim bo'yicha yutuqlarini, amaliy ishlarini, reflektiv qaydlarini, “Maxsus ehtiyojlar tahlilchisi” orqali qilingan tahlillarni, “Ko'prik” metodi bo'yicha

loyihalarini ushbu portfolioda jamlab bordi. Bu o‘z-o‘zini baholash va doimiy rivojlanishni ta’minladi.

“Ko‘prik” metodi: Talabalar maxsus ehtiyojli o‘quvchilar va umumiy ta’lim muhiti o‘rtasidagi integratsiyani ta’minlashga qaratilgan adaptiv ta’lim vositalarini yaratishni o‘rgandilar. Bu, asosan, o‘quv materiallarini moslashtirish, qo‘shimcha resurslarni ishlab chiqish va ta’lim jarayonini inklyuzivlashtirishga qaratilgan edi.

“Transformativ uyum” metodi: Bu metodi orqali talabalarda inklyuziv ta’limga chuqur empatiya, o‘zgaruvchan muhitga moslashuvchanlik va har bir o‘quvchining individual xususiyatlarini qabul qilish qobiliyati shakllantirildi. Talabalar amaliy mashg‘ulotlar orqali inklyuziv jamiyatda o‘zaro hurmat va hamjihatlikni qanday yaratishni o‘rgandilar.

Yakuniy-tahliliy bosqich: Shakllantiruvchi bosqich yakunida tajriba va nazorat guruhlaridagi talabalarining inklyuziv ta’lim sharoitida ishlash kompetensiyasi darajasidagi o‘zgarishlar qayta baholandi. Diagnostika uchun dastlabki bosqichda foydalanilgan vositalar (so‘rovnoma, test, keys-stadi, amaliy topshiriqlar, portfolio tahlili) takroran qo‘llanildi. Olingan natijalar miqdoriy va sifat jihatdan tahlil qilindi.

Oliy ta’lim muassasalarida bo‘lajak pedagoglarni inklyuziv sharoitda ishlash kompetensiyasini rivojlantirishga oid mezonlar, anketa-so‘rovnomalar, innovatsion texnologiyalar, interfaol metodlar kabi vositalar bo‘yicha statistik ma’lumotlar bu bobda keltirilgan. Ushbu ma’lumotlar matematik statistik tahlil qilish jarayonida umumlashtirilgan dastlabki va yakuniy javoblar orqali tahlil qilindi.

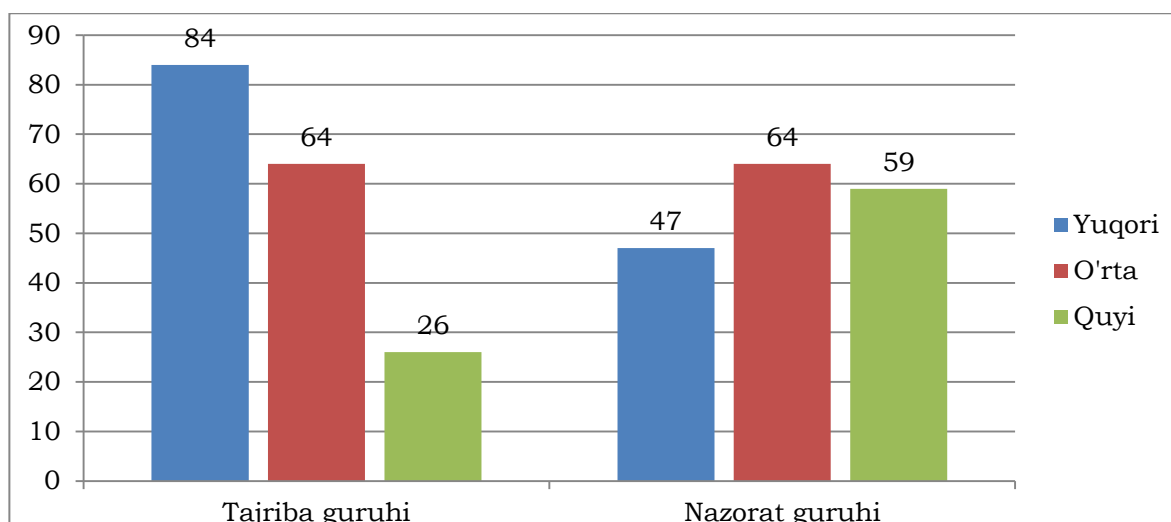
Mezonlar bo‘yicha o‘zlashtirish ko‘rsatkichlari asosida tajriba-sinov ishlarining yakuniyhisob-kitobi amalga oshirildi (3-jadvalga qarang).

3-jadval

Oliy ta’lim muassasalarida bo‘lajak pedagoglarni inklyuziv sharoitda ishlash kompetensiyasini rivojlantirish bo‘yicha tajriba-sinov ishlarining yakuniy solishtirma jadvali (son vafoizlarda)

Guruhlar	Talabalar soni	O‘zlashtirish natijalari (% da)		
		yuqori	o‘rta	quyi
Tajribaguruhi	174	84 nafar 48 %	64 nafar 37 %	26 nafar 15%
Nazorat guruhi	170	47 nafar 28 %	64 nafar 38 %	59 nafar 34 %

Tajriba-sinov natijalari tahliliga ko‘ra, tadqiqot jarayoniga jalb etilgan tajriba guruhidagi talabalariningnazorat guruhi talabalariga nisbatan bilim, ko‘nikma va malakalari samarali ekanligianiqlandi. Bu diagrammada quyidagi ko‘rinishni oldi (3.2.2-rasmga qarang).



6-rasm. Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv sharoitda ishlash kompetensiyasini rivojlantirish metodikasining takomillashganlik diagrammasi

6-rasmdan ko'rinib turibdiki, tajriba guruhidagi yuqori ko'rsatkichi nazorat guruhiga nisbatandeyarli farq qilinishi ko'rinib turibdi. Endi 3.2.6-jadval ma'lumotlarini matematik statistik tahlil qilamiz.

Tajriba guruhidagi o'zlashtirish ko'rsatkichlarini mos ravishda X_i va ularning takrorlanishlarini esa n_i lar va shu kabi nazorat guruhidagi o'zlashtirish ko'rsatkichlarini mos ravishda esa Y_j , ularning takrorlanishlarini esa m_j lar orqali belgilab olib, variatsion qatorlar xosil qilinadi. Shuningdek, yuqori ko'rsatkichni 3 ball bilan, o'rta ko'rsatkichni esa 2 ball bilan va quyi ko'rsatkichni 1 ball bilan belgilaymiz.

Tajriba guruhidagi o'zlashtirish ko'rsatkichlari:

$$\begin{cases} X_i & 3 & 2 & 1 \\ n_i & 84 & 64 & 26 \end{cases} \quad n = \sum_{i=1}^3 n_i = 174$$

Nazorat guruhidagi o'zlashtirish ko'rsatkichlari:

$$\begin{cases} Y_j & 3 & 2 & 1 \\ m_j & 47 & 64 & 59 \end{cases} \quad m = \sum_{j=1}^3 m_j = 170$$

Statistik tahlilni boshlashdan avval, har ikki guruh bo'yicha o'rtacha o'zlashtirish ko'rsatkichlarini hisoblab, ularni qiyosladik. Ushbu hisob-kitoblarni asosida olingan natijalar quyidagicha bo'ldi:

$$\bar{X} = \sum_{i=1}^{n=3} p_i X_i = 0,48 \cdot 3 + 0,37 \cdot 2 + 0,15 \cdot 1 = 1,44 + 0,74 + 0,15 = 2,33$$

$$\text{Foizda } \bar{X} \% = \frac{2,33}{3} \cdot 100\% = 77,6\%$$

$$\bar{y} = \sum_{j=1}^{n=3} q_j Y_j = 0,28 \cdot 3 + 0,38 \cdot 2 + 0,34 \cdot 1 = 0,84 + 0,76 + 0,34 = 1,94$$

$$\text{Foizda } \bar{Y} \% = \frac{1,94}{3} \cdot 100\% \approx 64,6\%$$

Bu yerdan tajribadan keyindagi o'rtacha o'zlashtirish $(77,6 - 64,6) \% = 13\%$ ga yuqorikanligi kelib chiqadi. Shu tariqa, tajriba guruhidagi o'rtacha o'zlashtirish

ko'rsatkichi aniqroq va yuqori bo'lib, nazorat guruhidagi o'rtacha o'zlashtirish ko'rsatkichidan sezilarli darajada yuqori ekanligi aniqlangan.

Yuqoridagi natijalarga asoslanib, matematik-statistik tahlil amalga oshirildi. Tahlil jarayonida tajriba yakunidagi holat uchun o'rta qiymat, tanlanma dispersiya, variatsiya ko'rsatkichlari, Styudentning tanlanma mezoni, Styudent mezoni asosida erkinlik darajasi, shuningdek, Pirsonning muvofiqlik mezoni va ishonchli chetlanishlar aniqlanishi amalga oshirildi (4-jadvalga qarang).

4-jadval

Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv sharoitda ishlash kompetensiyasini rivojlantirish bo'yicha tajriba-sinov natijalarining statistik ko'rsatkichlari

\bar{X}	\bar{Y}	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	$X_{n,m}^2$	Δ_x	Δ_y
2,33	1,94	0,5211	0,6137	2,34	3,16	4,81	337	21,09	0,11	0,12

Yuqoridagi natijalarga asoslanib tajriba-sinov ishlarining sifat ko'rsatkichlarini hisoblaymiz.

Bizga ma'lumki, $\bar{X} = 2,33$; $\bar{Y} = 1,94$; $\Delta_x = 0,11$; $\Delta_y = 0,12$ ga teng.

Bundan sifat ko'rsatkichlari:

O'qitish samaradorligi ko'rsatkichi quyidagicha aniqlanadi:

$$K_{yc6} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{2,33 - 0,11}{1,94 + 0,12} = \frac{2,22}{2,06} \approx 1,07 > 1;$$

Bilish darajasiniko'rsatkichi esa quyidagicha aniqlanadi:

$$K_{6d6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,33 - 0,11) - (1,94 - 0,12) = 2,22 - 1,82 = 0,40 > 0;$$

Olingan natijalar asosida, o'qitish samaradorligini baholash mezonini birdan katta qiymatga ega bo'lishi bilan, shuningdek, bilish darajasi esa baholash mezonining noldan katta qiymatga ega bo'lishi bilan aniq ko'rish mumkin. Bu holat, tajriba va nazorat guruhlaridagi o'zgarishlarni taqqoslashda o'qitish samaradorligining yaxshilanishini ko'rsatadi.

Shunday qilib, tadqiqot davrida Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv sharoitda ishlash kompetensiyasini rivojlantirish metodikasining takomillashganligi (13%ga) isbotlandi. Shuningdek, tadqiqotni mavjud ilmiy-pedagogik va metodik talablarni hisobga olgan holda tashkil etish, uning samaradorligini ta'minlashda muhim omil bo'lib xizmat qildi. Bu yondashuv, o'quv jarayonini yanada samarali tashkil etish va natijalarning sifatini oshirish uchun zarur bo'lgan shart-sharoitlarni yaratdi.

UMUMIY XULOSALAR

Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim muhitida ishlashga tayyorlash metodikasi bo'yicha olib borilgan ilmiy-tadqiqot ishlari natijasida quyidagi xulosalarga kelindi:

1. Inklyuziv ta'lim tizimi bo'lajak pedagoglardan maxsus kompetensiyalarni talab qiladi. Zamonaviy oliy ta'lim tizimida inklyuziv kompetensiyalarni rivojlantirish bo'yicha maxsus metodika ishlab chiqish zaruriyati mavjud bo'lib, bu metodika bo'lajak pedagoglarning maxsus ehtiyojli bolalar bilan samarali ishlash ko'nikmalarini shakllantirishga qaratildi.

2. Bo'lajak pedagoglarning inklyuziv kompetentligi tarkibiy qismlari - motivatsion-aksialogik, kognitiv, operatsional-amaliy, kommunikativ-refleksiv hamda shaxsiy-axloqiy komponentlardan iborat bo'lib, ular bir-biri bilan uzviy bog'liq va tizimli yondashuvni talab qiladi.

3. Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim muhitida ishlashga tayyorlash jarayoni uchta asosiy yo'nalishda - o'quv-nazariy, o'quv-amaliy va o'quv-metodik yo'nalishlarda amalga oshirilib, pedagogik shart-sharoitlarni yaratishda kompleks yondashuvni talab qildi.

4. "Inklyuziv ta'lim portfoliosi" va "Maxsus ehtiyojlar tahlilchisi" dasturining ishlab chiqilganligi, ta'lim jarayonida zamonaviy yondashuvlarni (portfolio asosida baholash, raqamli vositalar) qo'llash orqali bo'lajak pedagoglarning inklyuziv kompetensiyasini kompleks baholash va takomillashtirish imkonini berdi.

5. Tadqiqot davomida "Ko'prik" va "Transformativ uyum" metodlari, "Inklyuziv ta'lim portfoliosi" va "Maxsus ehtiyojlar tahlilchisi" dasturi kabi mualliflik ishlanmalari bo'lajak pedagoglarning inklyuziv kompetentligini rivojlantirishda samarali vositalar ekanligi aniqlandi.

6. Tajriba-sinov ishlari natijalari bo'lajak pedagoglarning inklyuziv kompetentligini rivojlantirishda taklif etilgan metodika samarali ekanligini ko'rsatdi. Tajriba guruhi talabalari nazorat guruhi talabalariga nisbatan barcha komponentlar bo'yicha yuqori ko'rsatkichlarga erishdilar.

7. Taklif etilgan metodikaning samaradorligi nafaqat aniq bir guruhda, balki keng miqyosda qo'llash imkoniyatini ko'rsatadi, bu esa metodikani boshqa pedagogik oliy ta'lim muassasalarining o'quv jarayoniga tatbiq etish uchun asos bo'ldi.

TAKLIF VA TAVSIYALAR

Tadqiqot natijalari asosida bo'lajak pedagoglarni inklyuziv ta'lim muhitida ishlashga tayyorlash metodikasini takomillashtirish bo'yicha quyidagi umumiy tavsiyalar ishlab chiqildi:

1. Barcha pedagogik ta'lim yo'nalishlari uchun o'quv rejaning majburiy fanlar blokiga "Inklyuziv ta'lim asoslari" yoki "Inklyuziv pedagogika" kurslarini kiritish va ushbu kurslar tarkibiga "Ko'prik" va "Transformativ uyum" metodlari hamda "Inklyuziv ta'lim portfoliosi" va "Maxsus ehtiyojlar tahlilchisi" dasturini integratsiya qilish tavsiya qilinadi.

2. Inklyuziv ta'lim muhitida o'qituvchi, oila, mahalla va ijtimoiy hamkor tashkilotlar o'rtasida hamkorlikni kuchaytirish orqali samarali pedagogik shart-sharoitlarni yaratish lozim.

3. Ta'lim klasteri sharoitida nazariya va amaliyotning integratsiyasiga asoslangan innovatsion ta'lim texnologiyalaridan (trening, keys-stadi, loyiha usuli, masofaviy ta'lim) kompleks foydalanish lozim.

4. Oliy ta'lim muassasalarida bo'lajak pedagoglarni inklyuziv ta'lim muhitida ishlash kompetensiyasini rivojlantirishda talabaning shaxsiy imkoniyatlarini inobatga olish asosida takomillashtirish lozim.

**ONE-TIME SCIENTIFIC COUNCIL AT THE SCIENTIFIC COUNCIL
PhD.03/05.05.2023.FIL.163.01 AWARDED SCIENTIFIC DEGREES
AT NAMANGAN STATE INSTITUTE OF FOREIGN LANGUAGES
NAMED AFTER ISHAKKHAN IBRAT**

NAMANGAN STATE INSTITUTE OF FOREIGN LANGUAGES

BADALOV AVAZBEK RUSTAMJONOVICH

**METHODOLOGY FOR DEVELOPING THE COMPETENCE OF
FUTURE EDUCATORS TO WORK IN INCLUSIVE SETTINGS IN
HIGHER EDUCATION INSTITUTIONS**

**13.00.02 – The theory and methodology of teaching and upbringing (English
language)**

**ABSTRACT
of dissertation of the doctor of philosophy (PhD) on PEDAGOGICAL SCIENCES**

Namangan – 2025

The topic of the dissertation for the degree of Doctor of Philosophy (PhD) in Pedagogical Sciences is registered with the Higher Attestation Commission under the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan under the number B2025.1.PhD/Ped9122

The dissertation was completed at the Namangan State Institute of Foreign Languages named after Is'hoqkhon Ibrat.

The abstract of the dissertation is available in three languages (Uzbek, English, Russian (resume)) on the website of the Scientific Council (www.namsifl.uz.) and on the Information and Education Portal "Ziyonet" (www.ziyonet.uz).

Scientific supervisor:

Yakubbayev Murodilla Marufovich
Doctor of Pedagogical Sciences (DSc), professor

Official Opponents:

Boltayeva Mokhichehra Jamshid kizi
Doctor of Pedagogical Sciences (DSc), Associate professor

Sulaymonova Saodat Usubkhanovna
Doctor of Philosophy in Pedagogical Sciences (PhD), Associate professor

Leading organization:

Andijan state pedagogical institute

The defense of the doctoral dissertation will be held on “_____” _____ 2025 at _____ at o'clock at the meeting of the One-time scientific council at the scientific council PhD.03/05.05.2023.fil.163.01 awarding scientific degrees at Namangan state institute of foreign languages named after Ishakkhan Ibrat (Address:100a, Yoshlik street, Orzu, Namangan city, Namangan region. Tel.: +99869-442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz / namdchti@edu.uz).

The dissertation is available at the Information-resource centre of Namangan State Institute of Foreign Languages named after I.Ibrat (registered by _____) (Address100a, Yoshlik street, Orzu, Namangan city, Namangan region. Tel.: +99869-442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz / namdchti@edu.uz).

The abstract of the dissertation was distributed on “_____” _____ 2025.
(Register protocol _____ on “_____” _____ 2025).

M.A.Askarova

Chairman of the One-time Council on
Award of Scientific degrees, Doctor of
Pedagogical Sciences (DSc), professor

A.V.Ermirzayev

Secretary of One-time Council on
Award of Scientific degrees, Doctor of
Philosophy in Pedagogical Sciences
(PhD), Associate Professor

S. A. Misirov

Chairman of the One-time Council on
Award of Scientific degrees, Doctor of
Pedagogical Sciences (DSc), Associate
Professor

INTRODUCTION (PhD dissertation abstract)

The relevance and necessity of the dissertation topic. Inclusive education is recognized as a key means of ensuring fair, equal, and accessible education for all at both global and national levels. Inclusive education promotes social equality, acceptance of diversity, and personal development by creating a flexible learning environment that takes into account the individual characteristics of each student, particularly those with special educational needs⁶. This approach not only improves the quality of education but also contributes to social integration, equal opportunities, and the formation of an inclusive culture in society. In global educational practice, inclusive education is considered a crucial element in ensuring open access to education for all in multicultural, diverse societies.

In global educational practice, the need to create a flexible learning environment that caters to the needs of learners and to utilize varied educational programs is increasing day by day. One of the key directions of the United Nations' education policy is to ensure the broad implementation of inclusive education ideas by participant countries, considering the diversity of special educational needs of children. UNESCO's programs, focused on ensuring human rights and freedoms, are directed towards establishing norms, standards, and intellectual cooperation aimed at providing safe and accessible education for children and adults with special educational needs. The implementation of mechanisms that ensure the openness of education for all, based on gender equality, is of great importance in fulfilling the social equality principles set forth in the Universal Declaration of Human Rights.

In our country, the legal and regulatory frameworks for organizing inclusive education have been developed based on ensuring strong integration between science, education, and industry, taking into account the social needs and personal interests of learners. Important objectives have been set, such as "providing open and quality education for youth, ensuring comprehensive education at all levels, and creating conditions for the development of inclusive education in the regions."⁷ Improving the quality of teaching in primary education, effectively organizing a learning environment that aligns with students' abilities while adhering to state educational standards, and strengthening cooperation between organizations and public institutions are gaining increasing importance. In addressing these socio-pedagogical issues, mutually beneficial cooperation among education, healthcare, and community organizations is essential to provide quality educational services for children with limited abilities.

The Presidential Decrees of the Republic of Uzbekistan, including PD-5270 dated December 1, 2017, "On Measures for the Fundamental Improvement of the State Support System for Persons with Disabilities," PD-60 dated January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026," PD-5712 dated April 29, 2019, "On the Approval of the Concept for the Development

⁶ UNESCO. Global education monitoring report 2020: Inclusion and education. UNESCO Publishing.2020.

⁷ O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi "2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi PF-60-sonli Farmoni.

of the Public Education System of the Republic of Uzbekistan until 2030,” and PD-4860 dated October 13, 2020, “On Measures to Improve the Education and Upbringing System for Children with Special Educational Needs,” as well as other regulatory and legal documents relevant to this field, all serve as a foundation for the implementation of the objectives addressed in this dissertation research to a certain extent.

Compliance of the research with the priority areas of the development of science and technology of the republic. This research has been carried out within the framework of the national priority direction “Developing and implementing a system of innovative ideas in the formation of an information society and a democratic state in its social, legal, economic, cultural, and spiritual-educational dimensions” as defined by the Republic’s strategy for the advancement of science and technology.

The level of study of the problem. The scientific works of our republic’s scholars, such as N.Z.Abidova, N.M. Azimova, X.Dj. Kalbayeva, A.B. Mamatova, N.A. Maksudova, Sh.Z. Matupayeva, D.N.Kayumova, B.K.Subanova, Sh.E.Toxtiyarova, X.Sh.Yunusova, and others, have examined various aspects of inclusive education.

Researchers from the Commonwealth of Independent States (CIS) countries, including S.V. Alexina, N.N. Malofeyev, L.S. Vygotskiy, Z.A. Movkebayeva, A.Pivtorak, M.R. Bikbayeva, T.B. Lutsenko and L.N. Likhodedova, have carried out numerous studies on the development of competencies for future educators working in inclusive education settings.

Scholars from foreign countries, including D. Fuchs, L.S. Fuchs, Sh. Vaughn, C.S. Bos, J.S. Schumm, P. Mittler, P. Sahlberg, E. Kyrö, G. Thomas, A. Dyso, and Sh.Bennett, have conducted research on inclusive education and teacher preparedness.

While these studies have laid some scientific foundations for preparing educators to work in inclusive education settings, research on the methods for developing the competencies of future educators in these settings at higher education institutions remains insufficiently studied.

Link to research plans of higher education institutions. This dissertation research is linked to the scientific research plans of the higher education institution where it was conducted. The research was carried out as part of the “ERASMUS+ Capacity Building Project 101129076 EMPOWER: Women Entrepreneurship, Empowerment, Employability, and Self-confidence” project at the Is’hoqxonah Ibrat Namangan State Institute of Foreign Languages during the 2023-2024 academic year.

Purpose and tasks of the research. The aim of the research is to develop recommendations and proposals for improving the competencies of future educators to work in inclusive education settings at higher education institutions.

The specific tasks of the research include:

identify the components of developing the competence of future teachers to work in the conditions of inclusive education in higher educational institutions;

improve the effectiveness of developing the competence of future teachers to work in the conditions of inclusive education in higher educational institutions;

enhance the model of developing the competence of future teachers to work in the conditions of inclusive education;

improve the didactic support for developing the competence of future teachers to work in the conditions of inclusive education in higher educational institutions.

Research object and subject. The object of the research is the process of developing competencies for working in inclusive education settings for future educators at higher education institutions. The study involved 344 students from Namangan State Institute of Foreign Languages, Gulistan State University, and Denov Entrepreneurship and Pedagogical Institute. The subject of the research includes the content, form, methods, and tools for developing competencies for working in inclusive education settings at higher education institutions.

Research methods. The study employed pedagogical-psychological, scientific-methodical literature review, comparative analysis, modeling, sociometric methods (questionnaires, tests, surveys, interviews), pedagogical observation, experimental trials, and mathematical-statistical methods.

Scientific Innovation of the Research. The scientific innovations of the research include:

In higher educational institutions, the competence of future teachers to work in the context of inclusive education has been specified structurally through motivational-axiological, cognitive, operational-practical, communicative-reflexive, and personal-ethical components, based on the principle of prioritizing public oversight of pedagogical activity;

The effectiveness of developing the competence of future teachers to work in the context of inclusive education in higher educational institutions has been improved through the integration of learner-centered, competence-based, and axiological principles, as well as the introduction of pedagogical integration and reflexive monitoring mechanisms;

The model for developing the competence of future teachers to work in inclusive education in higher educational institutions has been enhanced by prioritizing processes that integrate professional educational goals with active research purposes, and it has been enriched with innovative authorial methods such as the “Bridge” and “Transformative Harmony”;

The didactic support for developing the competence of future teachers to work in inclusive education in higher educational institutions has been improved on the basis of systematically fostering students’ creative, analytical, and reflexive thinking, as well as the intensive acquisition and practical application of innovative pedagogical technologies.

Practical Results of the Research. The practical results of the research include:

The development of diagnostic tools for assessing competencies for working in inclusive education settings.

The creation of a model for developing competencies for inclusive education.

The development of a special curriculum based on the “Bridge” and “Transformative Alignment” methods, aimed at improving competencies for working in inclusive education.

The development of a series of training workshops focused on enhancing these competencies.

Reliability of research results. The reliability of the research results is ensured by the scientific and methodological foundation of the approaches and methods used, the use of official sources for theoretical information, the application of mathematical-statistical methods to determine the effectiveness of trials, and the implementation of the conclusions and recommendations in practice, confirmed by relevant organizations.

Scientific and practical significance of the research. The scientific significance lies in the expansion of modern considerations on developing competencies for inclusive education, the identification of criteria and indicators for evaluating these competencies, and the formulation of scientific-methodical recommendations.

The practical significance includes the application of the research findings in real-world pedagogical practice, the modification of forms and methods of developing pedagogical competence, and the publication of the “Inclusive Education. Hospital pedagogy” textbook for practical use in teaching.

Implementation of research results. The results of the research have been implemented as follows:

Recommendations on specifying the competence of future teachers to work in the context of inclusive education in higher educational institutions—structurally defined through motivational-axiological, cognitive, operational-practical, communicative-reflexive, and personal-ethical components, with a priority given to public oversight of pedagogical activity—have been integrated into the content of the textbook *Inclusive Education. Hospital Pedagogy* (publication license № 597114, issued by the Ministry of Higher Education, Science and Innovations, Order № 258, July 9, 2025). As a result, the pedagogical aspects of developing this competence have been studied, and diagnostic tools for assessing competence in inclusive education have been developed;

Proposals and recommendations for improving the effectiveness of developing the competence of future teachers to work in inclusive education in higher educational institutions—based on a learner-centered approach, the integration of competence-based and axiological principles, as well as the implementation of pedagogical integration and reflexive monitoring mechanisms—were applied within the framework of the ERASMUS+ Capacity Building Project 101129076 EMPOWER: Women Entrepreneurship, Empowerment, Employability and Self-confidence implemented at Namangan State Institute of Foreign Languages during 2023–2024 (reference № 1642-03, July 14, 2025). As a result, the professional preparedness, socio-psychological adaptability, and skills of effective participation in the educational process of future teachers have been scientifically substantiated as significantly improved;

The model for developing the competence of future teachers to work in inclusive education in higher educational institutions—improved by prioritizing the integration of professional educational goals with active research purposes—was enriched with proposals and recommendations on innovative authorial methods such as Bridge and Transformative Harmony. These approaches were widely applied by the Uzbekistan National Television and Radio Company’s Uzbekistan-24 creative association and the Uzbekistan TV channel in preparing the programs Education and Development and Youth of Uzbekistan (January–June 2025 issues) (reference № 05-09-1202, July 21, 2025). As a result, a special course program based on the authorial methods “Bridge” and “Transformative Harmony” has been developed to foster this competence among future teachers;

Methodological recommendations for improving the didactic support of developing the competence of future teachers to work in inclusive education—by systematically fostering students’ creative, analytical, and reflexive thinking and intensively mastering and applying innovative pedagogical technologies—have been incorporated into the content of the textbook Inclusive Education. Hospital Pedagogy (publication license № 597114, issued by the Ministry of Higher Education, Science and Innovations, Order № 258, July 9, 2025). As a result, a set of training sessions aimed at developing the competence of future teachers to work in inclusive education has been developed.

Approval and publication of research results. The research results have been discussed at 2 international and 4 national scientific-practical conferences. A total of 12 scientific publications have been produced based on the research, including 1 textbook and 5 research articles, 3 of which were published in national journals and 2 in international journals.

Structure and volume of the dissertation. The dissertation consists of an introduction, three chapters, eight paragraphs, general conclusions, a list of references, and appendices.

MAIN CONTENT OF THE DISSERTATION.

In the introduction to the dissertation, the relevance and necessity of the dissertation topic are justified, the goal, objectives, object, and subject of the research are described, its alignment with the priority areas for the development of science and technology in the Republic is demonstrated, as well as the scientific novelty, practical results of the research are presented. The scientific and practical significance of the results obtained is explained, the implementation of research findings in practice, published works, and information about the structure of the dissertation are provided.

The first chapter, titled “Theoretical and fundamental principles of developing future teachers’ competence to work in inclusive education conditions” analyzes the modern concepts of inclusive education, foreign and local experiences in preparing future educators for working in inclusive education environments, and the specific characteristics of pedagogical activities in such environments.

One of the most important principles of the education system in the 21st century is inclusive education. This approach ensures that all students, including those with special needs, have equal opportunities to receive education. Inclusion is not only important for ensuring social justice and human rights, but also for fostering tolerance in society and reducing social disparities. In recent years, inclusive education has become one of the priority directions of state policy in Uzbekistan, with the “Law on Education” presidential decrees, and the “New Uzbekistan – 2030” strategy providing significant opportunities in this regard.

The key person in the effective implementation of inclusive education is the educator. Teachers are required not only to have teaching skills but also psychological support, individual approaches, communicative competence, and effective use of digital tools. Therefore, preparing future teachers for working in inclusive environments in higher education institutions is an urgent task. Currently, many higher educational institutions in Uzbekistan have not adequately established special courses, and practical experience remains limited.

Based on the analysis of scientific literature, the concept of inclusive education is defined as an approach that ensures “all students, including those with special needs, have equal opportunities to receive education in the general education environment.” The main principles of inclusive education are identified, and the stages of the development of inclusive education theory are analyzed, assessing its current state.

The development of inclusive education in the Republic of Uzbekistan is one of the priority directions of state policy, and this process is part of the New Uzbekistan Development Strategy for 2022-2026 (Presidential Decree No. PF-56 dated January 28, 2022). This strategy aims to educate future generations as well-rounded, socially active, and equal citizens. The strategy includes strengthening the material and technical base of educational institutions, adapting curricula, expanding quality educational services, and training highly qualified teaching staff.

Integration refers to the process of adapting children with disabilities or special needs to the existing education system, whereas inclusion is an approach that adapts the entire education system to meet the needs of every student. The main differences between integration and inclusion are shown in Table 1.

Table 1.

Main differences between integration and inclusion

Integration	Inclusion
The education system adapts to the needs of the student	Students with special needs are educated in separate classes
Students with special needs are educated in separate classes	Students with special needs are educated in general classes
Differential approach is limited	Individualized education approach is the main principle

According to D. Mitchell, the term “inclusive competence” refers to the set of knowledge, skills, qualifications, and personal qualities necessary for future educators when working with students with special needs.

Among Uzbek scholars, A. Nurmanov defines inclusive competence as “the ability to apply pedagogical approaches tailored to the social and personal needs of students.” He places more emphasis on pedagogical-didactic approaches, where the main focus is on the teacher’s ability to understand the unique needs of each student and apply corresponding educational strategies.

A. Ashurov defines inclusive competence as “a set of communicative and psychological skills for working with students with special needs.”

Inclusive competence is the set of knowledge, skills, qualifications, and personal qualities that enable future educators to create a tailored learning environment for students with specific educational needs. It involves applying differentiated methods, communicative and psychological-pedagogical approaches, as well as using digital technologies to ensure an effective educational process.

From a cognitive approach, developing inclusive competence as a pedagogical phenomenon is a mutually interrelated process. On one hand, cognitive activity is a form of self-organization and self-awareness of the student. On the other hand, cognitive activity is seen as the result of the teacher’s specific actions in organizing the student’s learning activities.

It is during student life that not only physical but also psychological characteristics and mental functions—such as perception, attention, memory, thinking, speech, and emotions—reach their maximum development. As B.G. Ananiyev emphasizes, this period of life is most conducive to teaching and professional preparation.

Developed countries like the United States, Canada, the United Kingdom, Germany, Finland, and Japan are pursuing strong policies to advance inclusive education. In these countries, special modules, training programs, and practical systems have been developed to enhance the inclusive competencies of teachers. For example, in Finland, special courses on inclusive education are offered to every teacher. In Canada, social-psychological training is conducted to create an inclusive environment for educators. In the United Kingdom, scientific centers on inclusive education operate in every university.

In the Republic of Uzbekistan, the development of inclusive education has been set as one of the priority directions of education policy. The education strategy, aimed for implementation by 2030, envisions expanding inclusive education opportunities across all educational institutions.

Foreign experiences in preparing future educators to work in inclusive environments have been studied, and the practices of countries such as the United States, Canada, and Finland have been analyzed. The content and teaching methodologies of programs aimed at developing inclusive competence in higher education institutions have been compared, identifying their strengths and weaknesses.

Table 2.**Comparative analysis of national and international experience of the above modules**

Criteria provided	Uzbekistan's experience	International experience (USA, Canada, Finland)
Legal framework	State programs exist, but are in the development stage	Special laws and programs have been developed
Teacher training	Advanced training courses exist, but a complete system has not been formed	Mandatory certification and continuous professional development are required
Curriculum	New programs are being developed that include an inclusive approach	Adapted, individualized education plans are available
School infrastructure	Specialized schools exist, but have not been fully implemented in general education schools	Each school is adapted to the conditions of inclusive education

There is a great deal of attention to inclusive education in Uzbekistan and internationally. There is a growing focus on inclusive education both in Uzbekistan and internationally. After analyzing foreign experiences in educating children with disabilities, it can be noted that several countries have clear agreements on the importance of integrating such children into the educational system. Regardless of the country, the principle that no child should be excluded from state attention remains a key fundamental principle.

This research is aimed at improving the preparation process for inclusive education within Uzbekistan's education system by adapting international experiences to the local context. This process not only ensures the right of children with special needs to receive an education but also strengthens the society's commitment to social justice and equality. The integration of innovative approaches based on Uzbekistan's national values with international experiences ensures the sustainable development of inclusive education.

In general, preparing future educators to work in inclusive environments not only enhances their professional readiness but also contributes to shaping an inclusive culture in society. The development trends of inclusion in modern pedagogy encourage teachers to master new methodological and psychological approaches. Both international and national experiences show that implementing inclusive education successfully requires a comprehensive approach, continuous teacher training, and constant improvement of the education system. Therefore, developing future educators' competence to work in inclusive environments in higher education institutions increases their professional activity and ensures the social integration of the education system.

The second chapter of the dissertation is titled "Methodological foundations for preparing future educators to work in inclusive education environments." It discusses the methodology for diagnosing the preparedness of future educators to work in inclusive environments, methods for developing inclusive competence, and ways to improve these methods.

Special criteria and levels have been developed to diagnose the preparedness of future educators to work in inclusive education environments. As criteria, the levels of development of cognitive, practical, motivational, and reflective components have been established. Each component is described at three levels: low, medium, and high. Diagnostic tools such as surveys, tests, practical tasks, case studies, observation protocols, and self-assessment questionnaires have been developed.

In the modern educational system, teachers' pedagogical competencies are a key factor in ensuring the effectiveness of the educational process. The success of inclusive education largely depends on the level of teachers' professional preparation and their inclusive competencies. Methodological, psychological, and didactic competencies define a teacher's ability to effectively organize educational activities, consider the individual characteristics of students, and adapt to the demands of modern education. These competencies are especially important in the context of inclusive education, where flexible approaches, innovative methods, and psychological support are required when working with students with special needs.

For successful educational and training activities in inclusive education, these methodological, psychological, and didactic competencies need to be developed together. Strengthening these competencies not only improves academic outcomes but also shapes students' social and psychological development.

The research explores the following methods of teaching inclusive education to future educators:

Practical sessions – Practical sessions prepare future educators to work in an inclusive environment by analyzing real situations and solving problems. This method helps develop practical skills when working with students with special needs. For instance, students teach in inclusive classrooms, develop individual education plans for students with special needs, and support social adaptation through group work. In Uzbekistan, this method is applied at Tashkent State Pedagogical University, although the lack of cooperation with schools limits its effectiveness.

Portfolio method – The portfolio method ensures the professional development of future educators by documenting, analyzing, and evaluating their experiences. The portfolio includes the teacher's lesson plans, teaching materials, reflective writings, and experiences from inclusive classrooms. In Uzbekistan, the portfolio method is partially used in higher education institutions, but the lack of systematic evaluation mechanisms remains an issue.

Professional reflection – Professional reflection ensures growth by analyzing one's teaching activities. This method encourages teachers to evaluate their work, identify mistakes, and find ways to improve. In Uzbekistan, professional reflection is applied through training programs, but there are insufficient specialized programs to develop teachers' reflective skills.

Mentoring and training – Mentoring involves experienced teachers guiding future educators on how to work in an inclusive environment. Training programs, on the other hand, help develop methodological and psychological skills needed to work with students with special needs. In Uzbekistan, training programs are

organized under the “Continuous pedagogical education” project, but the mentoring system has not yet been sufficiently developed.

In higher educational institutions in Uzbekistan, the development of inclusive competencies is being carried out through special courses, experimental projects, and modern teaching methods such as practical sessions, portfolio-based approaches, professional reflection, mentoring, and training. Integrating international experiences with national values enhances the effectiveness of inclusive education, which in turn strengthens Uzbekistan’s efforts in building an inclusive society.

To deeply study the pedagogical aspects of preparing future educators for work in inclusive environments and assess their competencies, diagnostic tools can be developed in the following stages (refer to Figure 1).

Diagnostic tools for in-depth study of the pedagogical aspects of preparing future teachers for work in inclusive conditions and assessing their competence.

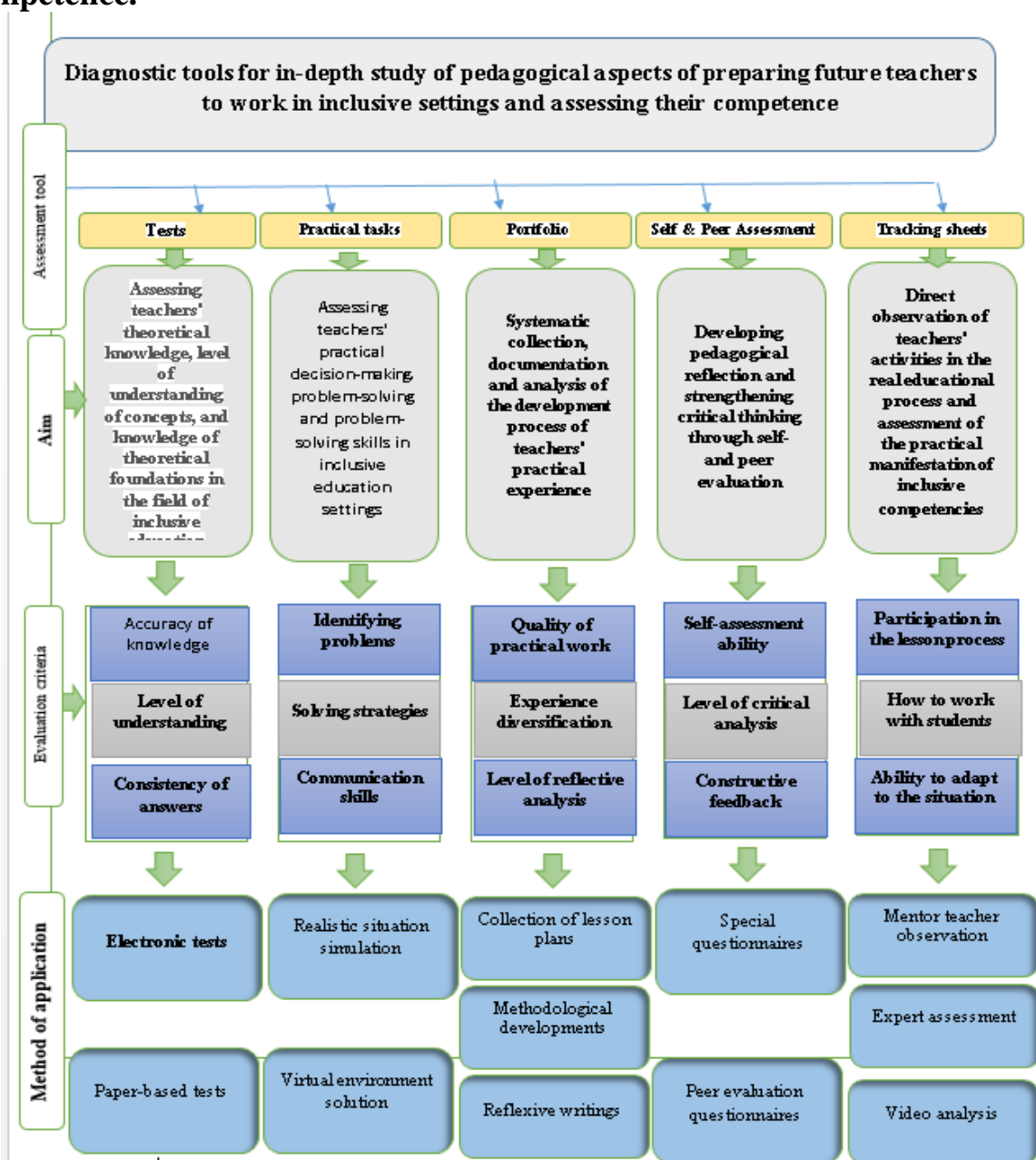


Figure 1. Diagnostic Tools for Competency Assessment.

Objective and comprehensive assessment of future educators' inclusive education competencies is one of the key requirements of modern education systems. Diagnostic assessment tools not only determine the current knowledge and skills of students, but also play a crucial role in identifying their future development directions and designing individualized learning trajectories.

The “Inclusive education portfolio,” created by the author, serves as an important methodological tool aimed at ensuring the successful integration of students with special needs into the general education environment. This portfolio enables students to realize their potential, define their individual development paths, and monitor the effective learning process in an inclusive environment. Furthermore, it teaches students to develop social adaptation skills, collaborate, and foster a culture of mutual respect.

It is well-known that the portfolio is one of the innovative technologies. The relationship between the portfolio and innovative technologies lies in the fact that modern digital technologies, adaptive tools, and universal design principles play a significant role in creating, customizing to individual needs, and organizing an effective learning process. The creation and implementation of an inclusive portfolio through innovative technologies provides numerous opportunities and an effective learning environment for students with special needs.



Figure 2. “Inclusive education portfolio”

The “Special needs analyzer” program has been developed as an automated system to assist future educators in working within an inclusive education environment. This program allows for the identification of special needs, the creation of individualized education plans, and the monitoring of developmental dynamics.



Figure 3. “Special needs analyzer” program

Additionally, the author has developed the “Bridge” method, which is a comprehensive pedagogical system aimed at the gradual integration of students with special needs into the general education environment. This method focuses on transitioning students from special education to inclusive education. The name of the method is symbolic, representing the “bridge” between special and general education. The method emphasizes viewing a child’s condition not as a limitation but as an opportunity for transformation, aimed at unlocking the child’s internal potential.

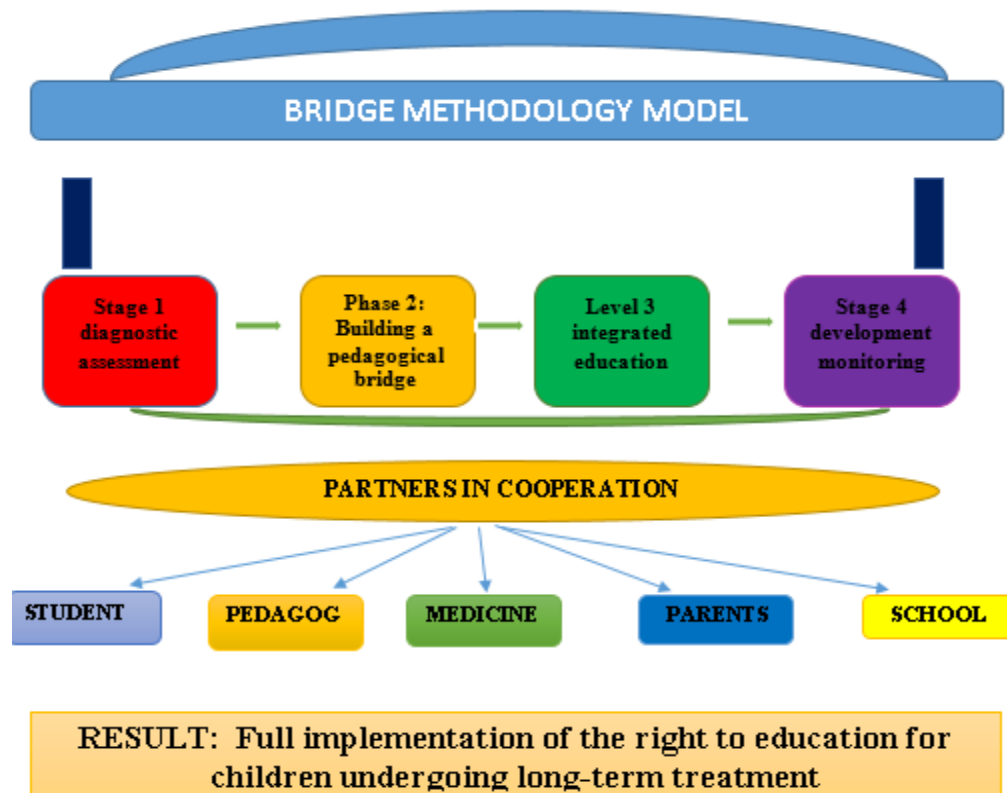


Figure 4. The “Bridge” methodology model.

A model for the development of future educators’ competencies in inclusive education has been created for higher education institutions. The structure of the model is organized as a 4-stage vertical flow, with each block having its own specific tasks and content. This model encompasses both theoretical and practical

aspects, based on modern pedagogical approaches, innovative methods, and international best practices in inclusive education.

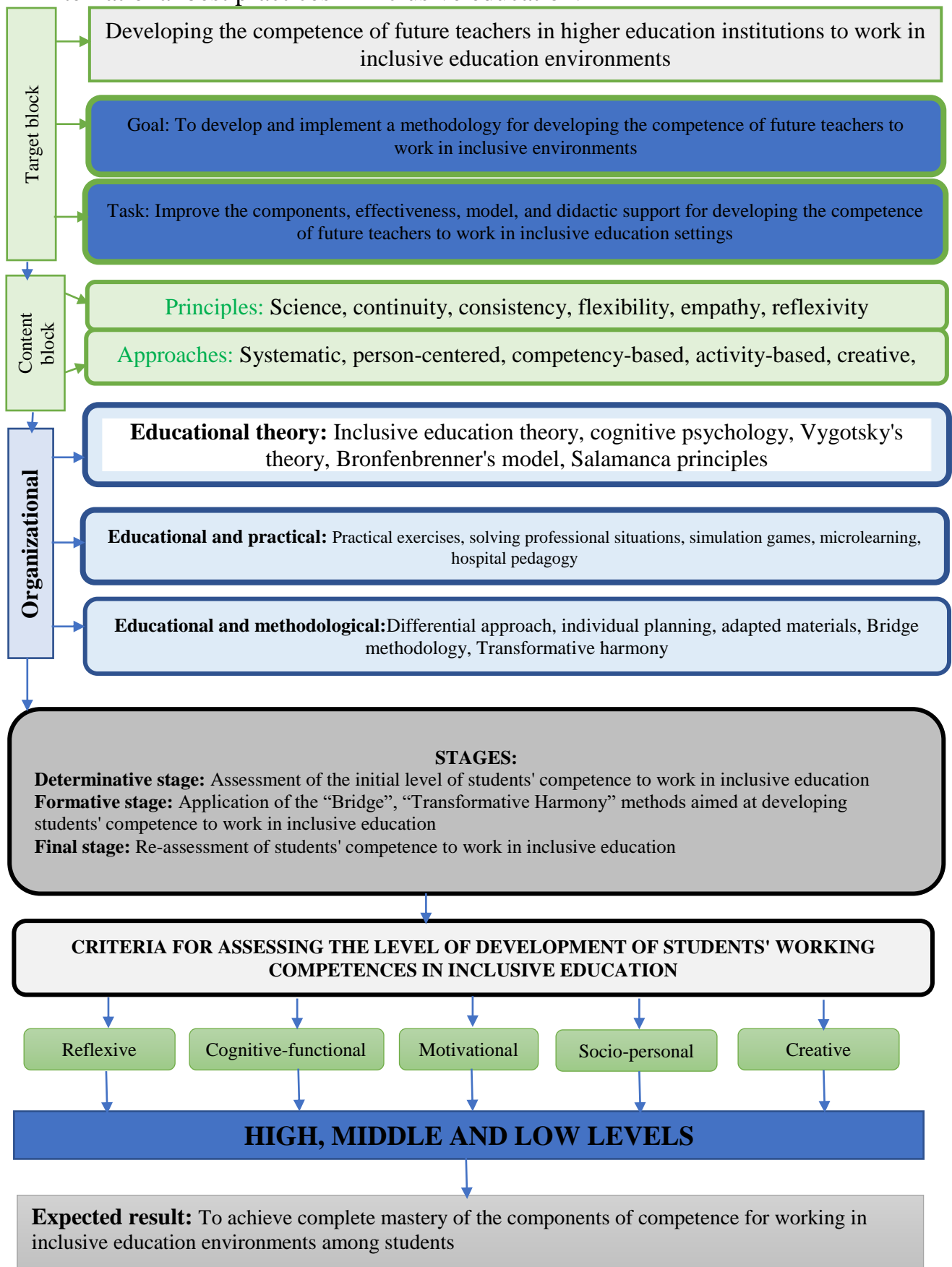


Figure 5. Model for the development of future educators' competencies in inclusive education in higher education institutions

The model for the development of future educators' competencies in inclusive education reflects the growing importance of inclusive approaches in modern education systems. Today, it is internationally recognized that every student, regardless of their individual characteristics and needs, has the right to quality education. This recognition places new demands on educational institutions and requires educators to possess specific professional competencies.

The proposed model reflects a holistic system for preparing future educators to work in inclusive education settings and for the formation of necessary competencies. This model encompasses both theoretical and practical aspects, drawing on modern pedagogical approaches, innovative methods, and international experiences in inclusive education.

The model facilitates the systematic organization of the process of developing future educators' inclusive competencies, allowing for staged implementation and effectiveness evaluation. It addresses not only the acquisition of specialized knowledge and skills but also the shaping of inclusive values, the development of empathy, and the promotion of tolerance among students.

In Chapter 3 of the dissertation, titled **“Experimental-testing work and effectiveness of the methodology for preparing future educators to work in inclusive education settings”** the organization of experimental research and the analysis of results are discussed.

Recent transformation processes in Uzbekistan's pedagogical higher education system focus on developing students' competencies to work in inclusive education environments. These processes ensure that students actively participate in the learning process while also enhancing their ability to approach and solve problems related to special-needs students.

“Developing students' competencies to work in inclusive education settings, through pedagogical experiences, is essential for helping them realize their capabilities, generate new ideas in inclusive environments, and apply them in practice. Organizing and implementing pedagogical experiments plays a key role in developing students' competencies in inclusive education.” This methodology allows students to actively participate in lessons, work in groups, and solve problem situations related to inclusive education. For example, students may develop their thoughts on a particular topic and discuss these ideas within the group, encouraging them to express their views and share with others while also developing their collaboration and communication skills.

Pedagogical experiments were conducted in higher education institutions, specifically with second-year students. “The social-pedagogical process organized at higher education institutions is of great importance for preparing skilled, highly knowledgeable, and physically well-developed young professionals.” For students in higher education institutions, it creates a certain lifestyle and serves as one of the main tasks of pedagogical education to ensure the development of competencies for working in inclusive education settings during the transformation of pedagogical higher education.

The experimental work took place between 2022-2025, involving second-year students from Namangan State Institute of Foreign Languages, Gulistan State

University, and Denov Entrepreneurship and Pedagogy Institute. A total of 174 students participated in experimental groups, and 170 students in control groups, summing up to 344 students. Initially, the stages of experimental work were developed, covering goal-oriented methods, techniques, pedagogical technologies, and non-traditional educational forms and tools. Educational institutions were selected by region, and students were divided into experimental and control groups. The experimental work was planned to be carried out in three stages at higher education institutions to develop future educators' competencies in inclusive education.

Experimental testing work conducted in three stages:

The diagnostic-initial phase assessed the initial state of students' competencies for working in inclusive education settings, including their readiness to work with students with special needs, their skills in using digital tools (such as the "Special needs analyzer" program), and their attitudes toward inclusive culture. Various diagnostic tools, such as surveys, tests, interviews, and self-assessment forms, were used. The results revealed significant gaps in students' inclusive competencies and practical applications, including limited knowledge and skills in areas like data analysis using the "Special needs analyzer" program and the application of innovative approaches like the "Bridge" methodology or the "Transformative adaptation" methodology.

During the formative phase, the methodology developed and tested in the experimental groups was implemented to enhance future educators' competencies for working in inclusive education settings. In the control groups, traditional educational programs continued. The methodology included the following key components:

"Bridge" and "Transformative adaptation" Methodologies: These methodologies combined theoretical knowledge with practical case-study analyses, problem solving, and simulations.

"Special needs analyzer" Program: Using specially designed modules, students had the opportunity to create inclusive education resources in real-time, collaborate with peers, and develop practical skills in a virtual environment.

"Special needs analyzer": Through this program, students developed practical skills in analyzing the individual characteristics of special-needs students, identifying their needs, and creating personalized education plans. The program enhanced students' analytical thinking, diagnostic skills, and ability to find effective solutions.

Maintaining the "Inclusive education portfolio": Each student compiled their achievements, practical work, reflective notes, analyses from the "Special needs analyzer" and projects based on the "Bridge" methodology in an ongoing portfolio. This encouraged self-assessment and continuous development.

"Bridge" Methodology: Students learned to develop adaptive teaching tools aimed at ensuring integration between special-needs students and the general education environment. This included adapting learning materials, creating additional resources, and making the educational process more inclusive.

“Transformative adaptation” Methodology: This methodology aimed to foster deep empathy for inclusive education, adaptability to changing environments, and the ability to accept each student’s individual characteristics. Students learned through practical exercises how to build mutual respect and solidarity in an inclusive society.

At the end of the formative phase, changes in the competency levels of students from both the experimental and control groups regarding their ability to work in inclusive education settings were re-assessed. The diagnostic tools used in the initial phase (surveys, tests, case studies, practical assignments, and portfolio analysis) were applied again. The results were analyzed both quantitatively and qualitatively.

In this phase, statistical data about the criteria for developing competencies in inclusive education, survey questionnaires, innovative technologies, and interactive methods were presented. These data were analyzed using mathematical statistical methods, and the initial and final responses were compared and summarized.

The final evaluation of the experimental work was carried out based on the criteria for mastering the competencies, which were summarized in the table (Table 3).

Table 3

Final Comparative Table of Experimental Testing Work on the Development of Future Educators’ Competencies for Working in Inclusive Settings in Higher Education Institutions (in numbers and percentages)

Groups	Number of students	Achievement results (in %)		
		high	middle	low
Experimental group	174	84 48 %	64 37 %	26 15 %
Control group	170	47 28 %	64 38 %	59 34 %

According to the analysis of the experimental results, it was found that the knowledge, skills and competencies of the students in the experimental group involved in the research process were more effective than those in the control group. This is shown in the diagram below (see Figure 3.2.2).

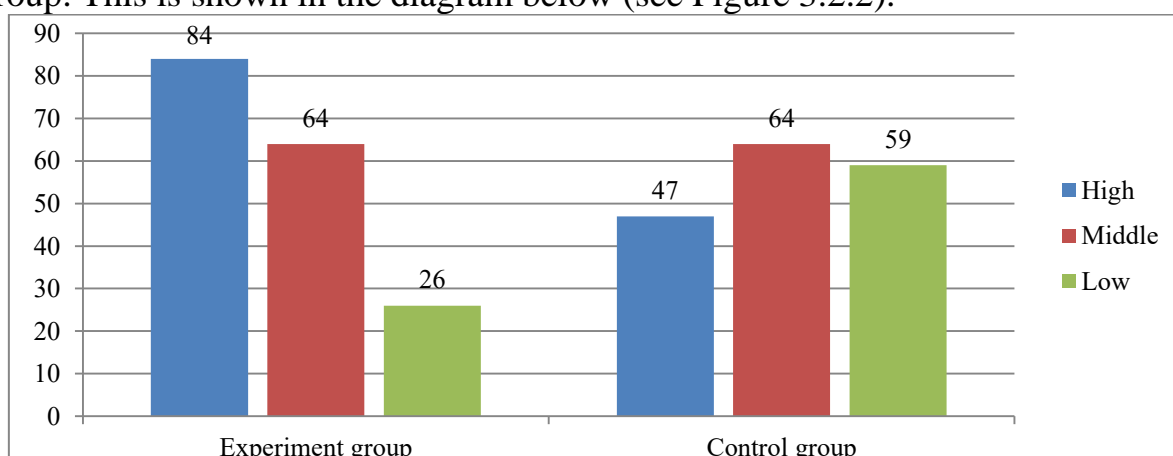


Figure 6. Diagram of the improvement of the methodology for developing the competence of future teachers to work in inclusive conditions in higher education institutions

As can be seen from Figure 6, the high score in the experimental group is almost indistinguishable from the control group. Now we will perform a mathematical statistical analysis of the data in Table 3.2.6.

The self-regulation indicators in the experimental group are determined by the repetitions of the Khivas in the corresponding manner, and the self-regulation indicators in the control group are determined by the repetitions of the Yj and mj, and the variation series are formed. We also mark the high score with 3 points, the average score with 2 points, and the low score with 1 point.

Mastery indicators in the experimental group:

$$\begin{cases} X_i & 3 & 2 & 1 \\ n_i & 8 & 4 & 6 & 2 & 6 \end{cases} n = \sum_{i=1}^3 n_i = 174$$

Acquisition indicators in the control group:

$$\begin{cases} Y_i & 3 & 2 & 1 \\ m_i & 4 & 7 & 6 & 4 & 5 & 9 \end{cases} m = \sum_{i=1}^3 m_i = 170$$

Before starting the statistical analysis, we calculated and compared the average mastery scores for both groups. The results obtained based on these calculations were as follows:

$$\bar{X} = \sum_{i=1}^{n=3} p_i X_i = 0,48 \cdot 3 + 0,37 \cdot 2 + 0,15 \cdot 1 = 1,44 + 0,74 + 0,15 = 2,33$$

$$\text{In percentage } \bar{X}\% = \frac{2,33}{3} \cdot 100\% = 77,6\%$$

$$\bar{y} = \sum_{i=1}^{n=3} q_j Y_j = 0,28 \cdot 3 + 0,38 \cdot 2 + 0,34 \cdot 1 = 0,84 + 0,76 + 0,34 = 1,94$$

$$\text{In percentage } \bar{Y}\% = \frac{1,94}{3} \cdot 100\% \approx 64,6\%$$

Here it follows that the average mastery after the experiment is higher by $(77.6 - 64.6) = 13$. Thus, the average mastery index in the experimental group is more accurate and higher, and it is found that it is significantly higher than the average mastery index in the control group.

Based on the above results, a mathematical and statistical analysis was carried out. During the analysis, the mean value, sample variance, variation indicators, Student's sample criterion, degrees of freedom based on the Student's criterion, as well as Pearson's correlation coefficient and reliable deviations were determined for the state at the end of the experiment (see Table 4).

Table 4

Statistical indicators of the results of the pilot test on the development of competence of future teachers to work in inclusive conditions in higher education institutions

\bar{X}	\bar{Y}	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	$X_{n,m}^2$	Δ_x	Δ_y
2,33	1,94	0,5211	0,6137	2,34	3,16	4,81	337	21,09	0,11	0,12

Based on the above results, we calculate the quality indicators of experimental and test work.

We know that, $\bar{X} = 2,33$; $\bar{Y} = 1,94$; $\Delta_x = 0,11$; $\Delta_y = 0,12$ ga teng.

From here, quality indicators:

The teaching effectiveness indicator is defined as follows:

$$K_{yc6} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{2,33 - 0,11}{1,94 + 0,12} = \frac{2,22}{2,06} \approx 1,07 > 1;$$

The level of knowledge indicator is determined as follows::

$$K_{6d6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,33 - 0,11) - (1,94 - 0,12) = 2,22 - 1,82 = 0,40 > 0;$$

Based on the results obtained, it can be clearly seen that the criterion for assessing the effectiveness of teaching has a value greater than one, and the level of knowledge has a value greater than zero. This indicates an improvement in the effectiveness of teaching when comparing changes in the experimental and control groups. Thus, during the research period, it was proven that the methodology for developing the competence of future teachers to work in inclusive conditions in higher educational institutions has improved (by 13%). Also, the organization of the study, taking into account existing scientific, pedagogical and methodological requirements, served as an important factor in ensuring its effectiveness. This approach created the necessary conditions for a more effective organization of the educational process and improving the quality of results.

GENERAL CONCLUSIONS

As a result of research work conducted on the methodology for preparing future teachers to work in an inclusive educational environment in higher education institutions, the following conclusions were drawn:

1. The inclusive education system requires special competencies from future teachers. There is a need to develop a special methodology for the development of inclusive competencies in the modern higher education system, which is aimed at forming the skills of future teachers to work effectively with children with special needs.

2. The components of the inclusive competence of future teachers are motivational-axiological, cognitive, operational-practical, communicative-reflexive and personal-moral components, which are inextricably linked to each other and require a systematic approach.

3. The process of preparing future teachers to work in an inclusive educational environment in higher education institutions was carried out in three main directions - educational-theoretical, educational-practical and educational-methodological, and required an integrated approach to creating pedagogical conditions.

4. The development of the “Inclusive Education Portfolio” and “Special Needs Analyst” programs made it possible to comprehensively assess and improve the inclusive competence of future teachers by using modern approaches (portfolio-based assessment, digital tools) in the educational process.

5. During the study, it was found that such author’s developments as the “Bridge” and “Transformative Harmony” methods, the “Inclusive Education

Portfolio” and the “Special Needs Analyst” programs are effective tools for developing the inclusive competence of future teachers.

6. The results of the pilot study showed that the proposed methodology is effective in developing inclusive competence of future teachers. Students in the experimental group achieved higher performance in all components compared to students in the control group.

7. The effectiveness of the proposed methodology indicates the possibility of its application not only in a specific group, but also on a wide scale, which became the basis for the introduction of the methodology into the educational process of other pedagogical higher educational institutions.

SUGGESTIONS AND RECOMMENDATIONS

Based on the results of the study, the following general recommendations were developed to improve the methodology for preparing future teachers to work in an inclusive educational environment:

1. It is recommended to include the courses “Fundamentals of Inclusive Education” or “Inclusive Pedagogy” in the compulsory subject block of the curriculum for all areas of pedagogical education and to integrate the “Bridge” and “Transformative Harmony” methods, as well as the “Inclusive Education Portfolio” and “Special Needs Analyst” programs into these courses.

2. In an inclusive educational environment, it is necessary to create effective pedagogical conditions by strengthening cooperation between teachers, families, neighborhoods and social partner organizations.

3. In the context of an educational cluster, it is necessary to comprehensively use innovative educational technologies (training, case studies, project methods, distance learning) based on the integration of theory and practice.

4. In higher education institutions, it is necessary to improve the competence of future teachers to work in an inclusive educational environment, taking into account the personal capabilities of the student.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ ПРИ НАУЧНОМ СОВЕТЕ ПО
ПРИСУЖДЕНИЮ УЧЁНЫХ СТЕПЕНЕЙ PhD.03/05.05.2023.Fil.163.01
ПРИ НАМАНГАНСКОМ ГОСУДАРСТВЕННОМ ИНСТИТУТЕ
ИНОСТРАННЫХ ЯЗЫКОВ ИМЕНИ ИСХАКХАНА ИБРАТА**

**НАМАНГАНСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ
ИНОСТРАННЫХ ЯЗЫКОВ ИМЕНИ ИСХАКХАНА ИБРАТА**

БАДАЛОВ АВАЗБЕК РУСТАМЖОНОВИЧ

**МЕТОДИКА РАЗВИТИЯ КОМПЕТЕНЦИИ БУДУЩИХ ПЕДАГОГОВ
ДЛЯ РАБОТЫ В ИНКЛЮЗИВНЫХ УСЛОВИЯХ В ВЫСШИХ
УЧЕБНЫХ ЗАВЕДЕНИЯХ**

13.00.02 - Теория и методика обучения и воспитания (английский язык)

**АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по ПЕДАГОГИЧЕСКИМ НАУКАМ**

Наманган – 2025

Тема докторской диссертации по педагогическим наукам зарегистрирована в Высшей аттестационной комиссии при Министерстве высшего образования, науки и инноваций Республики Узбекистан под номером B2025.1.PhD/Ped9122

Диссертация выполнена в Наманганском Государственный институте иностранных языков. Автореферат диссертации на трех языках (узбекский, английский и русский (резюме)) размещён на веб-странице Научного совета (www.namdu.uz) и информационно-образовательном портале «ZiyoNet» (www.ziynet.uz).

Научный руководитель:

Якуббаев Муродилла Маруфович
доктор педагогических наук, профессор

Официальные оппоненты:

Болтаева Мохихра Джамшид кизи
доктор педагогических наук (DSc), профессор

Сулеймонова Саодат Усубхановна
доктор философии по педагогическим наукам (PhD), доцент

Ведущая организация:

Андижанский государственный педагогический институт

Защита диссертации состоится «_____» _____ 2025 года в _____ часов на заседании Разового научного совета по присуждению учёных степеней PhD.03.05.05.2023.Fil.163.01 при Наманганском государственном институте иностранных языков имени Исхакхана Ибрата. (Адрес: Наманганская область, город Наманган, МСГ Орзу, улица Ёшлик, дом 100а. Тел.: +99869-442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz)

С диссертацией можно ознакомиться в Информационно-ресурсном центре Наманганского государственного института иностранных языков (регистрационный номер _____) (Адрес: 160700, Наманганская область, город Наманган, МСГ Орзу, улица Ёшлик, дом 100а. Тел.: +99869-442-11-67 e-mail: info@namsifl.uz / namchi-1@exat.uz).

Автореферат диссертации разослан «_____» _____ 2025 года
(Протокол регистрации № _____ от «_____» _____ 2025 года).

М.А. Аскарова

Председатель Научного совета по присуждению учёных степеней, доктор педагогических наук (DSc), доцент

А.В. Эрмирзаев

Учёный секретарь Научного совета по присуждению учёных степеней, доктор философии по педагогическим наукам (PhD), доцент

С.А. Мисиров

Председатель научного семинара при Научном совете по присуждению учёных степеней, доктор педагогических наук (DSc), доцент

ВВЕДЕНИЕ (аннотация докторской диссертации)

Цель исследования заключается в разработке предложений и рекомендаций по развитию компетенции будущих педагогов для работы в условиях инклюзивного образования в высших учебных заведениях.

Объект исследования: процессы развития компетенции будущих педагогов для работы в условиях инклюзивного образования в высших учебных заведениях. В исследовании приняли участие 344 студента из Наманганского государственного института иностранных языков, Гулистанского государственного университета и Деновского института предпринимательства и педагогики.

Научная новизна исследования заключается в следующем:

В высших учебных заведениях компетентность будущих педагогов к работе в условиях инклюзивного образования уточнена в структурном отношении через мотивационно-аксиологический, когнитивный, операционно-практический, коммуникативно-рефлексивный и личностно-этический компоненты на основе принципа приоритета общественного контроля педагогической деятельности;

Эффективность развития компетентности будущих педагогов к работе в условиях инклюзивного образования в высших учебных заведениях усовершенствована за счёт интеграции личностно-ориентированного, компетентностного и аксиологического подходов, а также внедрения механизмов педагогической интеграции и рефлексивного мониторинга;

Модель развития компетентности будущих педагогов к работе в условиях инклюзивного образования в высших учебных заведениях усовершенствована путём приоритизации процессов интеграции целей профессионального образования с активными исследовательскими задачами, а также обогащена инновационными авторскими методами, такими как «Мост» и «Трансформативная гармония»;

Дидактическое обеспечение развития компетентности будущих педагогов к работе в условиях инклюзивного образования в высших учебных заведениях усовершенствовано на основе системного развития творческого, аналитического и рефлексивного мышления студентов, а также интенсивного освоения и практического применения инновационных педагогических технологий.

Внедрение результатов исследования. На основе развития компетентности будущих педагогов к работе в условиях инклюзивного образования в высших учебных заведениях:

рекомендации по уточнению структурных компонентов компетентности будущих педагогов (мотивационно-аксиологического, когнитивного, операционно-практического, коммуникативно-рефлексивного и личностно-этического) на основе приоритета общественного контроля педагогической деятельности были интегрированы в содержание учебного пособия «Инклюзивное образование. Госпитальная педагогика» (разрешение на публикацию № 597114, выданное Министерством высшего образования,

науки и инноваций, приказ № 258 от 9 июля 2025 г.). В результате были изучены педагогические аспекты развития компетентности будущих педагогов и разработаны диагностические инструменты для её оценки;

предложения и рекомендации по совершенствованию эффективности развития компетентности будущих педагогов к работе в условиях инклюзивного образования на основе личностно-ориентированного подхода, интеграции компетентностных и аксиологических принципов, внедрения механизмов педагогической интеграции и рефлексивного мониторинга были использованы в рамках проекта ERASMUS+ Capacity Building Project 101129076 EMPOWER: Women Entrepreneurship, Empowerment, Employability and Self-confidence, реализованного в Намганском государственном институте иностранных языков в 2023–2024 гг. (справка № 1642-03 от 14 июля 2025 г.). В результате научно обосновано существенное повышение уровня профессиональной подготовки, социально-психологической адаптивности и умений эффективного участия в образовательном процессе будущих педагогов;

модель развития компетентности будущих педагогов к работе в условиях инклюзивного образования в высших учебных заведениях, усовершенствованная за счёт приоритизации процессов интеграции целей профессионального образования с активной исследовательской деятельностью, была обогащена инновационными авторскими методиками «Мост» и «Трансформативная гармония». Эти разработки получили широкое применение при подготовке программ «Образование и развитие», «Молодёжь Узбекистана» на телеканале «Узбекистан» (январь–июнь 2025 г.) творческим объединением «Узбекистан-24» Национальной телерадиокомпании Узбекистана (справка № 05-09-1202 от 21 июля 2025 г.). В результате была разработана специальная программа курса на основе авторских методик «Мост» и «Трансформативная гармония»;

методические рекомендации по совершенствованию дидактического обеспечения развития компетентности будущих педагогов к работе в условиях инклюзивного образования (системное развитие творческого, аналитического и рефлексивного мышления студентов, интенсивное освоение и практическое применение инновационных педагогических технологий) были интегрированы в содержание учебного пособия «Инклюзивное образование. Госпитальная педагогика» (разрешение на публикацию № 597114, выданное Министерством высшего образования, науки и инноваций, приказ № 258 от 9 июля 2025 г.). В результате был разработан комплекс тренинговых занятий, направленных на развитие данной компетентности у будущих педагогов.

Структура и объём диссертации. Диссертация состоит из введения, трёх глав, восьми параграфов, общих выводов, списка использованных источников и приложений.

E'LON QILINGAN ISHLAR RO'YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
LIST OF PUBLISHED WORKS

I bo'lim (I часть; I part)

1. Badalov A.R. National and international experience of education and upbringing in the process of preparing for inclusive education // European International Journal of Pedagogics Issue: No. Vol.05 Issue05 2025. – B. 200–203. (14-Researchbib)
2. Badalov A.R. Developing cooperation competencies with parents in an inclusive educational environment // International Journal of Pedagogics. Vol.05 Issue05 2025. Page NO. 274-276. (14-Researchbib)
3. Badalov A.R. Inkluziv ta'lim sharoitida o'quvchilarning o'z-o'zini boshqarish ko'nikmalarini rivojlantirish. // Inter education & global study ilmiy-nazariy va metodik jurnal. 3-tom № 5. 2025, -B. 48-54. (13.00.00. №1/43.)
4. Badalov A.R. Raqamli texnologiyalar asosida alohida ehtiyojli o'quvchilarning ta'lim olish imkoniyatlarini kengaytirish.// Qo'qon DPI. Ilmiy xabarlar 2025-yil 5-son -B. 1520-1526 b. (13.00.00. 333/5-son qaror).
5. Badalov A.R. Bo'lajak o'qituvchilarni inkluziv ta'limga tayyorlash: oliy ta'lim muassasalarining tajribasi // Муғаллим ҳам ўзлуксиз билимлендириў илимийметодикалык журнали. 2025- yil 3/6 son -B. 120-127. (13.00.00 №20)
6. Badalov A.R. Trends in the development of inclusive education in modern pedagogy // International Scientific and Current Research Conferences, Advancing social justice: Strategies for equity and inclusion. New York, USA, 2025. Pages: 220-225.
7. Badalov A.R. Developing competencies in the training process of future teachers in higher education institutions // The future of work: social science insights on labor and employment trends. Floriada, USA, 2025. Page No: - 217-221.
8. Badalov A.R. Ta'lim tizimida alohida ehtiyojli o'quvchilarni qo'llab-quvvatlash mexanizmlari // "Zamonaviy dunyoda innovatsion tadqiqotlar: Nazariya va amaliyot" nomli ilmiy, masofaviy, onlayn konferensiya 20-05-2025 4(17), 15–19.
9. Badalov A.R. Zamonaviy pedagogikada inklyuziv ta'limning rivojlanish tendensiyalari // "Zamonaviy dunyoda ilm-fan va texnologiya" nomli ilmiy-amaliy konferensiya 20-05-2025 4(11), 148–154.

II bo'lim (II часть; II part)

10. S.V.Xolmatova, N.N.Atabayeva, A.R.Badalov "Inklyuziv ta'lim.Gospital pedagogika" O'quv qo'llanma.-Oliy ta'lim, fan va innovatsiyalar vazirligining 2025-yil 9-iyuldagi 258-sonli buyrug'i.Nashr ruhsatnomasi №597114 Namangan-2025. 235b.

11. Badalov A.R. Инклюзивная педагогика. // “Ilm-fan muammolari tadqiqotchilar talqinida” mavzusidagi respublika ilmiy konferensiyasi. 15-noyabr, 2024-yil. B.200-204.

12. Badalov A.R. O‘zbekiston Respublikasi ta’lim tizimidagi innovatsiyalar // “Ilm-fan muammolari tadqiqotchilar talqinida” mavzusidagi respublika ilmiy konferensiyasi. 15-dekabr, 2024-yil. B.21-26.

Avtoreferat Namangan davlat chet tillari institutining
“Zamonaviy filologiya muammolari” ilmiy jurnalida
2025-yil 9-oktyabrda tahrirdan o‘tkazilgan

Bosishga ruxsat etildi: 10.10.2025-yil.
Bichimi 60x84 1/16 Hajmi 4,25 bosma taboq.
Times New Roman garniturasida. Ofset usulida bosildi.
Buyurtma raqami –210, Adadi 60 nusxa.

“Vodiy Poligraf” MCHJ bosmaxonasida chop etildi.
Namangan sh., 5-kichik tuman, G‘alaba ko‘chasi, 19-uy