



READINESS OF A HIGHER EDUCATION TEACHER TO ORGANIZE INCLUSIVE EDUCATION

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ABSTRACT

This article analyzes the issue of the readiness of a higher education teacher to organize inclusive education. The content and essence of inclusive education, its importance in improving the quality of education, and the pedagogical, psychological, and methodological competencies of the teacher are covered. The study examined factors influencing the effective organization of inclusive education, including professional development, training opportunities, and the use of digital technologies. The results show the need to develop inclusive competencies in teachers and adapt the educational environment. In addition, scientific and practical recommendations have been developed to improve inclusive education in higher education institutions.

Keywords: Inclusive education, Higher education, Teacher competence, Inclusive competence, Pedagogical training.

INTRODUCTION

Higher education is a system that determines the development of a country, plays a decisive role in reforming all aspects of society, and thus contributes to its development. In recent years, extensive work has been carried out in our country to create a higher education system that meets the priorities of socio-economic development and the requirements of international standards. The establishment of new higher education institutions in the regions, the opening of modern educational programs and new specialties for training personnel, and the increase in admission quotas to higher education institutions are important reforms in this area. The analysis of positive experiences introduced by the education systems of foreign countries shows that the educational process in higher educational institutions of the pedagogical profile, which train specialists in our republic today, should be organized at the highest level of requirements. The issue of training pedagogical personnel, the implementation of many works on improving the educational system to a new level, improving the quality of training of pedagogical personnel on the basis of advanced standards and requirements, and increasing the level of the population with higher pedagogical education is one of the requirements of the present time.

Currently, one of the priorities of educational reform is the introduction of inclusive education. In recent years, special attention has been paid to inclusion in the higher education system. (Constitution of the Republic of Uzbekistan. Tashkent: Uzbekistan Publishing House, 2023. Available at: <https://lex.uz/docs/-6445145>). It should be noted that creating all the conditions and opportunities for the education and upbringing of the younger generation, the future of our country, is one of the priority tasks of state policy. Education and social protection of children, young people who need special attention in particular are considered an important area. A number of legislation of our government defines measures aimed at social support for young people in need of special assistance, providing them with education, being able to show their abilities, capabilities, find spiritual perfection, taking place among healthy peers. In particular, the new version of the Law of the Republic of Uzbekistan "On Education", adopted on September 23, 2020, introduced the concept of "inclusive education" for the first time. Disability is now legally recognized as a human rights issue, not a medical one. Ensuring that children with disabilities receive their full and quality education by creating a barrier free and inclusive environment is one of the effective ways to achieve child rights".

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The implementation of an inclusive education system affects all levels of education. Particular attention is being paid to the higher education system in this regard. Inclusive education serves as a sustainable channel for integrating graduates into work and social activities and is the most important resource for the "independent life" of people with special educational needs. Inclusive education is an approach that ensures equal participation of persons with limited access at all stages of Education. In this system, young people with disabilities are not treated separately, but as an integral part of the general educational process. Making a difference is not an obstacle, but rather a source of learning, tolerance and development.

At present, equality and openness in education is one of the fundamental principles of a democratic society. Inclusive education is an important value not only for students with disabilities, but also for the entire educational system and the culture of society. Everyone has the right to education, development, and finding their place in society, and this should be reflected in practice. Inclusive education is not a separate specialized system, but an integrated and equitable model of the entire education system. In recent years, large-scale reforms have been implemented in the Republic of Uzbekistan to introduce inclusive education. In particular, the law on the rights of Persons with disabilities, adopted in 2021, the ratification of the UN Convention on the rights of Persons with disabilities in 2020, as well as the development strategy of the New Uzbekistan - inclusive education in 2026, are among the important legal foundations that have increased attention in this regard.

According to the law of the Republic of Uzbekistan No. 641 "on the rights of Persons with disabilities", persons with disabilities have the right to receive education in educational organizations of all levels and participate in the life of society and the state in order to develop their abilities more fully. In this regard, we would like to discuss the education of persons with disabilities in higher education institutions. It is worth noting that the number of disabled people wishing to receive higher education is increasing day by day, which is due to the expansion of the range of professions and the increasing number of higher education institutions. Inclusion is the process of actively involving people with disabilities in social life. Inclusion involves developing and implementing specific solutions that enable everyone to participate equally in social life.

MATERIALS AND METHODS

In the Republic of Uzbekistan, generally accepted international norms and standards in the field of preventing discrimination on the sign of disability, ensuring the rights of persons with disabilities are implemented into national legislation, which in turn allows these categories of persons to work, use qualified medical services, receive education and create more favorable conditions for them to feel a full member of society. The decree of the president of Uzbekistan "on measures to radically improve the system of state support for Persons with disabilities" provides for measures to provide benefits for persons with disabilities in

the entrance exam to higher educational institutions. The Resolution of the Cabinet of Ministers No. 417 dated 2.06.2018 approved the Regulation on the Procedure for Admission of Persons with Disabilities to Higher Educational Institutions on the Basis of Additional State Grant Quotas.

Obviously, in conditions of strong competition, quotas of 2% were introduced to persons with disabilities in order to eliminate inequality in the process of obtaining higher education. However, can disability serve as the basis for positive discrimination in the process of admission to higher education? The significantly lower passing score for disabled applicants means that their direct preparation is poor, which prevents them from competing on an equal footing with other applicants. In other words, such benefits suggest that the body's defects negatively affect its mental abilities. In fact, physical disabilities, hearing and vision impairments, or intellectual disabilities cannot be barriers to receiving a quality secondary education and providing the necessary preparation for entering a higher education institution. (Arefyeva, G.V., & Kryzhanovskaya, E.Yu. (2017). Inclusive Education as an Integral Part of the Humanization of Modern Society. In Problems and Prospects of Inclusive Education Development: Proceedings of the First All-Russian Conference with International Participation (October 19-21, 2016). Samara: Scientific and Technical Center LLC, pp. 252-258.) Currently, the adaptation of the educational system to the needs of this category of students is at the stage of formation. There are problems with the work carried out in these directions. Some higher education institutions are not designed to provide a barrier-free environment for people with disabilities. There is a lack of ramps, special Braille study materials, special elevators, audio materials, etc. To organize effective inclusive professional training, of course, an unobstructed environment, a complex of flexible educational programs, the creation of an inclusive educational environment in a higher educational institution and the introduction of supportive pedagogical technologies for students with disabilities, the integration of the principles of inclusion in educational programs, ensuring the implementation of educational processes on the basis of the principles of inclusive education-development of, for students with hearing problems, it is necessary to develop Distance Education Technologies, an e-learning system, special qualifications of professors.

RESULTS AND DISCUSSION

Until the 1990s, social policy towards people with disabilities was mainly compensatory in nature. Inclusive (i.e., joint) education is proposed as a humanistic alternative to special education. This allows for a change in the life world of people with disabilities and a significant reduction in the processes of their exclusion from society (Martynova, Romanovich 2014). Inclusive education-provides for joint training based on the creation of an educational environment that allows quality education for all, excluding any discrimination (Andrianova 2016; Arefyeva, Kryzhanovskaya 2016; Atymtayeva 2016).

Inclusive education is such that not only the student, but also the entire educational system should be ready to cover students with limited health (Andrianova, Arefyev, Kryzhanovskaya 2016; Bryzgalova 2011; Zhdanova 2016). Current inclusive practices include components such as managing the learning process, technical and technological support, and mobilizing resources (teachers, parents, representatives of the local community). The strength of this practice lies in the variety of methods, technology, forms of organization and content. V. on tifloinformative agents. Z. Deniskina, V.V. Sokolov, O.V. Shevkun works; teaching technologies for the blind M.A. Roshchina, O.Yu. Described by Sivkova; issues of communication in an inclusive environment S.V. Alekhina, Ye.A. Investigated by Gerasimova; Issues of vocational training and rehabilitation for the hearing impaired S.B. Petrushev, A.G. Described in stanevsky's studies.

Ye in the development of an inclusive environment. A. Martynova, D.F. An important place is occupied by the works of Romanenkova, in which the possibilities of developing models of adapted educational programs and individual educational paths are covered (Alekhina 2011; Alekhina, Vachkov 2014; Martynova 2012; Martynova, Romanovich, Romanenkova 2014; Sokolov 2011). Inclusive education addresses the challenges of providing technical and technological support to students with special needs, and special systems are being created to prepare for university entrance. Modern economists take an optimistic and practical approach to the issue of disability, emphasizing that people with disabilities have the potential to live independently and benefit society (Kondratyeva, Mastyaeva 2009). The theoretical foundations of inclusive education were first developed by L.S. Vygotsky's work has been advanced, showing the need to create an educational system that does not isolate children with disabilities from society (Vygotsky 1995). The concept of inclusive education is based on the idea of an "inclusive society" where it is envisaged that persons of another race, faith, culture, or with limited health will also participate in social life in an equal way, pursue their own interests and have the potential to lead an independent life. Inclusive education as a social phenomenon has become the subject of scientific research in the fields of sociology, psychology and pedagogy. An important role of inclusive education is noted in the philosophical, pedagogical and psychological literature. G. Scholars such as Antor, K. Mollenhauer, O. Spek illuminate the phenomenological concept of "life world" in the context of pedagogy: "Pedagogical space is formed in socio-historical conditions and reflects the meanings inherent in these conditions. Therefore, pedagogical content is also defined in a social context. We call this context the 'life world'" (Furyaeva 2002). The living world becomes a pedagogical space when all participants in it have activities and intentions, with the main meaning being intersubjectivity. This concept allows us to take into account the needs of a person with disabilities for self-development, their interests and needs, which are formed under the influence of the social environment.

Ethics raises issues of mutual duty and moral rules between people in an inclusive educational environment. In recent years, N.M. Nazarova, I.A. Filatova, I.M. Yakovleva focuses on pedagogical deontology, that is, the ethical duty and ethical standards of a teacher in professional activity (Furyaeva 2015). In recent decades, the ideas of humanizing and socializing human existence have been deeply ingrained in the public consciousness. There is an increasing interest in society in people with disabilities who do not fit into traditional patterns and have limited life activities (Averina 2011). K.V. Zakharov, G.V. Nigmatullina, S.P. Peshkov, S.S. Stepanov, A.V. Tyurin, T.V. Furyaeva, Yu.G. Ellansky compares special and inclusive education and justifies the need for inclusive education. G.V. Arefyeva, Ye.Yu. Kryzhanovskaya, G.A. Romanova considers inclusive education as an integral part of the humanization process of modern society. The importance of social integration of children with disabilities (a.Ya. Chigrina, O.S. Kuzmina, I.I. Loshakova, Ye.R. Yarskaya-Smirnova, S.O. Bryzgalova, G.G. Zak, Yu.N. Galaguzova) is being established; the inclusive education system is considered as a continuous educational process (from primary to higher education). A.V. Baharev, O.V. Oleynik describes the inclusive education model as a dynamic of the educational environment. S.V. Alekhina, L.A. Kolyvanova, T.M. Nosova emphasizes modern technologies in working with people with limited health. Legal framework for inclusive education D.P. Gezenko, M.A. Larionova, Ye.S. Shapovalova's work highlights the existing rights, benefits, and conditions guaranteed to people with disabilities when entering higher education. S.V. Alekhina, Yu.N. Galaguzova, Ye.V. Michalchi, Yu.V. Selivanova, Ye.B. Shchetnina raises the issue of teachers' readiness to teach students with disabilities and health limitations. N.V. Antakova, T.G. Glukhova, L.V. Goryunova, Yu.V. Selivanova, Ye.B. Shchetnina emphasizes the need to train teachers for an inclusive education system. AYe Dumbayev, L.G. Zhdanova, O.V. Zabrodina reveals the features of adapting students with disabilities and health limitations to higher education. In this way, experience is being accumulated for a deeper understanding of the process of inclusion. It is important to note that inclusive education is not only a set of technical and organizational changes in the education system, but also an expression of profound socio-spiritual and humanitarian changes.

In essence, it is a fundamental indicator of a humane approach, respect, and tolerance towards every member of society, especially children with disabilities. This makes the study of inclusive education, the development of its theoretical foundations, and its implementation in practice a pressing issue at the current stage of modern development of pedagogical science. The concept of inclusive education promotes an equal approach to education for all children in its core idea. In this approach, differentiation (diversity) is perceived as wealth, and each child is perceived with their own specific educational needs. Therefore, the teacher should organize his or her activities not only as a knowledge provider, but also as a specialist who provides psychological and pedagogical support and implements a

differentiated approach. It is worth noting that the development of inclusive education in Uzbekistan has become one of the priorities of state policy in recent years. A number of legislative and regulatory documents have been developed to ensure inclusivity in the preschool, general secondary, and higher education systems. In particular, the Law "On the Rights of Persons with Disabilities", the Regulation "On Inclusive Education" and many other regulatory documents serve as an important foundation in this regard. (Atymtaeva, A.O. (2017). Improving the Quality of Education through the Introduction of Innovative Technologies. In Problems and Prospects of Inclusive Education Development: Proceedings of the First All-Russian Conference with International Participation. Samara: Scientific and Technical Center LLC, pp. 228-230.) Nevertheless, there are also important tasks that still need to be carried out. First of all, it is required to prepare teachers for work in an inclusive environment, increase their professional competence, develop methodological manuals and training programs. The introduction of special subjects and special pedagogical training in this area in higher pedagogical institutions of Uzbekistan remains a requirement of the time. From the above points, a systematic introduction of inclusive education at all stages of the educational system is necessary. This should focus on the following issues: Creating an inclusive environment in educational institutions involves not only adapted physical conditions (ramps, special classroom equipment) for children with disabilities, but also psychological support, mutual respect, and the establishment of principles of social inclusion. The system of teacher training and retraining should include the teaching of modern inclusive pedagogical technologies, a differentiated approach, and systems for planning and evaluating individual learning trajectories. Ensuring family involvement - a system should be created that effectively collaborates with families, especially parents, to ensure the child's successful participation in the learning process. Involving parents in the pedagogical process increases their active participation in their child's education. Developing individualized learning programs - creating learning programs that are planned based on an individual approach, taking into account the development rate, needs, and abilities of each child, is one of the key factors of inclusive education. Implement a monitoring and evaluation system - it is necessary to develop a continuous monitoring mechanism to assess the effectiveness of inclusive education measures being implemented and to improve them.

From a scientific perspective, an inclusive education system plays a key role in enhancing the cultural and social potential of not only the educational institution, but also the entire society. By establishing inclusivity, we implement the principles of human rights, justice, and equality in society. Therefore, the task of pedagogical sciences is to further analyze modern inclusive approaches, develop models that are consistent with the national mentality, and integrate them into the education system. In addition, the use of modern educational technologies, such as digital educational resources, online courses, interactive platforms,

and artificial intelligence tools, will expand the opportunities for modern education for children with disabilities by integrating them into inclusive education. At the same time, technological solutions greatly help the teacher in personalizing the learning process, differentiating it, and ensuring interactivity in education. Today, the reforms taking place in the education system, especially the introduction of inclusive education, require a radical renewal of the activities of higher education institutions. Inclusive education is a principle that ensures the right to education for individuals with disabilities and various developmental disabilities, and the teacher's training is one of the key factors in its implementation. And the teacher of the higher education institution acts as the main intermediary, model and methodological guide in this process. What is the preparation for Inclusive Education? A teacher's readiness for inclusive education in higher education is the sum of his or her knowledge, skills, professional competence, personal attitudes, and values. This preparation includes not only knowledge of special education methods, but also aspects such as the human treatment of each student, the creation of an educational environment suitable for their needs, psychological reinforcement, the provision of a differential approach. This preparation should consist of the following main components: training - the teacher must have in-depth knowledge of the concept of inclusive education, the legal framework, the different types of disabilities and their impact on education.

Practical training - should have mastered the skills of planning lessons adapted to students with different learning needs, modifying teaching materials, and using appropriate assessment methods. Psychological preparation - the ability to communicate with students with different types of developmental characteristics, empathy, patience, stress tolerance, and a positive attitude. Moral and informational preparation - recognition of the right of every person to education, respect for human dignity, commitment to the principles of equal opportunities in society. Despite the positive steps being taken to implement inclusive education in the higher education system of Uzbekistan, there are also some problems in this area. In particular: Many university professors and teachers are not yet sufficiently familiar with the essence of the concept of inclusive education; There are not enough special courses, practical exercises and trainings on inclusive education in the system of training pedagogical personnel; The infrastructure and completeness of the educational methodological base are not ensured; Teachers sometimes hold stereotypes, negative attitudes, and psychological barriers. Therefore, the following strategic measures should be implemented to prepare teachers for inclusive education in the higher education system: Introduction of special modules - It is necessary to include subjects such as "Fundamentals of Inclusive Education", "Methodology of Working with Persons with Disabilities", and "Differential Pedagogy" in all bachelor's and master's programs in the field of pedagogical education. Organizing advanced training and retraining courses - regular training of current teachers in inclusive education, conducting practical exercises,

seminars and trainings will be effective. It is important to create a mentoring system - to provide methodological support to young teachers by experienced specialists and to introduce a mechanism for the exchange of experience. Expanding research and development - the study of issues of inclusiveness in the higher education system, the development of inclusive education models adapted to national conditions should be carried out on the basis of scientific analysis. Creating an organizational and psychological environment requires teachers to adopt inclusive values, strengthen mutual respect, solidarity, and ethical principles in a team environment.

CONCLUSION

Preparation for inclusive education means that the teacher is not limited to methodological tools, but also represents a fundamental change in his or her professional self-awareness. A teacher who approaches their professional work with social responsibility and recognizes the value of each student can successfully work in an inclusive environment. This, in turn, is directly related to the teacher's professional reflection, willingness to work on oneself, and the level of social empathy. (Martynova, E.A. (2014). Organizational and Pedagogical Conditions for Adapting the Educational Process to Inclusive Education for Persons with Disabilities and Special Health Needs in Vocational Education Institutions. No. 29, pp. 86-94.) The training of a higher education teacher is one of the important determinants for the effective organization of inclusive education. He/she must have the following characteristics: Understands and adheres to inclusive values; Has an approach that takes into account the needs of each student; Knows how to use innovative methods and technologies; Able to make scientifically based decisions, with a desire for continuous growth; A person who is open to cooperation and feels social and legal responsibility. Improving teachers' preparedness for inclusion in the higher education system of Uzbekistan is not only an improvement in the quality of education, but also an important step towards establishing principles of equality and humanity in society as a whole.

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CONFLICT OF INTERESTS

The authors declare no conflict of interest

ETHICS APPROVAL

Not applicable

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The authors declares that no AI and related tools are used to write the scientific content of this manuscript.

DATA AVAILABILITY

Data will be available on request

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