

## Issues Of Forming Inclusive Competence In The Professional Training Of Future Teachers

<sup>1</sup> Sharopova Umida Raxmatovna

<sup>2</sup> Isakbayeva Mahina Murodjon qizi

<sup>3</sup> Bakhridinova Sabrina Fakhridin qizi

<sup>4</sup> Zaribova Dilnur Nuraddin qizi

<sup>1</sup> Master's Student, Group MAD-51-25, Uzbekistan State University of Physical Education and Sports, Uzbekistan

<sup>2,3,4</sup> Master's student of UzDTSU, Uzbekistan

Received: 05<sup>th</sup> Dec 2025 | Received Revised Version: 25<sup>th</sup> Dec 2025 | Accepted: 04<sup>th</sup> Jan 2026 | Published: 28<sup>th</sup> Jan 2026

Volume 08 Issue 01 2026 | Crossref DOI: 10.37547/tajssei/Volume08Issue01-08

### Abstract

*This scientific article discusses the issues of forming inclusive competence in future teachers in the context of introducing inclusive education in the modern education system. The study analyzes the philosophical, pedagogical and social foundations of inclusive education and shows effective ways to organize the educational process taking into account the special educational needs of children with disabilities.*

*Also, the possibilities of forming inclusive competence for students studying in the areas of physical education, social pedagogy and informatics in the information and educational environment of a higher educational institution are substantiated. The article pays special attention to the issues of using information and communication technologies, developing adapted educational programs and creating a barrier-free educational environment. The results of the study are of practical importance for improving the system of training pedagogical personnel in the development of inclusive education.*

Keywords: Inclusive education, inclusive competence, adaptive physical education, information and educational environment, special educational needs, barrier-free environment.

---

© 2026 Sharopova Umida Raxmatovna, Isakbayeva Mahina Murodjon qizi, Bakhridinova Sabrina Fakhridin qizi, & Zaribova Dilnur Nuraddin qizi. This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0). The authors retain copyright and allow others to share, adapt, or redistribute the work with proper attribution.

**Cite This Article:** Sharopova Umida Raxmatovna, Isakbayeva Mahina Murodjon qizi, Bakhridinova Sabrina Fakhridin qizi, & Zaribova Dilnur Nuraddin qizi. (2026). Issues Of Forming Inclusive Competence In The Professional Training Of Future Teachers. The American Journal of Social Science and Education Innovations, 8(01), 61–64. <https://doi.org/10.37547/tajssei/Volume08Issue01-08>

---

### 1. Introduction

Today, inclusive education is one of the important directions in the process of humanizing and democratizing the education system. Inclusive education is aimed at creating equal educational opportunities for all children, including children with disabilities, and

serves to ensure their full integration into society.

The modern education system requires a teacher not only to have professional knowledge and skills, but also to have the competence to work effectively in an inclusive environment. Therefore, the formation of inclusive competence of future teachers in higher education

institutions is an urgent scientific and pedagogical problem.

The effective organization of inclusive education directly depends on the teacher's readiness to work with children with special educational needs, knowledge of their psychophysiological characteristics, and the ability to use adapted teaching methods.

## **2. Methods**

This study was carried out in a theoretical and analytical direction. During the research, a systematic analysis of local and foreign scientific and pedagogical literature on inclusive education and the formation of inclusive competence of future teachers was carried out. The study used such general scientific methods as analysis and synthesis, comparison, generalization and systematization.

Also, a model for the formation of inclusive competence in future teachers in the information and educational environment was developed based on the pedagogical modeling method. An interdisciplinary approach was used, and the content of physical education, social pedagogy and computer science was studied in an integrated manner. In order to ensure the reliability of the research results, methods of comparison of scientific sources and logical analysis were used.

## **3. Relevance**

Today, the issue of ensuring the right of persons with disabilities to receive education and their full integration into social life is one of the urgent problems in society. In the process of humanizing and democratizing the education system, the implementation of the concept of inclusive education in practice is of great importance.

Practice shows that there is a high need for qualified pedagogical personnel who can work in inclusive education conditions, take into account the psychophysiological characteristics and special

educational needs of children with disabilities. However, the process of forming inclusive competence of future teachers in higher educational institutions is not sufficiently systematized. Therefore, the scientific study of the theoretical and practical foundations of the formation of inclusive competence in future teachers, the study of issues of increasing the effectiveness of education through the use of information and communication technologies, the creation of a barrier-free and adapted educational environment are the requirements of the present time. This scientific article is aimed at highlighting this urgent problem.

## **4. Main Part**

### **1. The essence of the concept of inclusive education and inclusive competence**

Inclusive education is to ensure equal opportunities in education and create the necessary conditions for all children to achieve success in education, regardless of their individual characteristics, previous educational achievements, native language, culture, social and economic status of parents, mental and physical capabilities.

The concept of "inclusive education" arose from the fact that education is a fundamental human right, which is the foundation for building a more just society. Every student, regardless of their individual characteristics and problems, has the right to education.

In inclusive education, the priority is not the physical or mental limitations of the child, but his developmental potential and the right to education. Therefore, the inclusive education system requires high professional training and special competencies from teachers.

Inclusive competence represents the ability of a teacher to work effectively with children with disabilities, to understand their needs and to apply appropriate pedagogical approaches. This competence consists of the following components:

### **Table 1.**

#### **The structural structure of inclusive competence**

Component name	Content

Cognitive	Knowledge of the basics of inclusive education, types of disabilities, inclusive pedagogy
Practical	Conducting adapted training, applying an individual approach
Motivational	Inclusive values, positive attitude, professional responsibility
Reflexive	Ability to analyze and improve one's own activities

2. Formation of inclusive competence in the context of an information and educational environment

The information and educational environment is an important pedagogical tool in the formation of inclusive competence. Modern information and communication technologies allow for the adaptation of the educational process, taking into account individual needs and increasing the effectiveness of education.

Electronic textbooks, distance learning platforms, multimedia tools and special programs serve to create

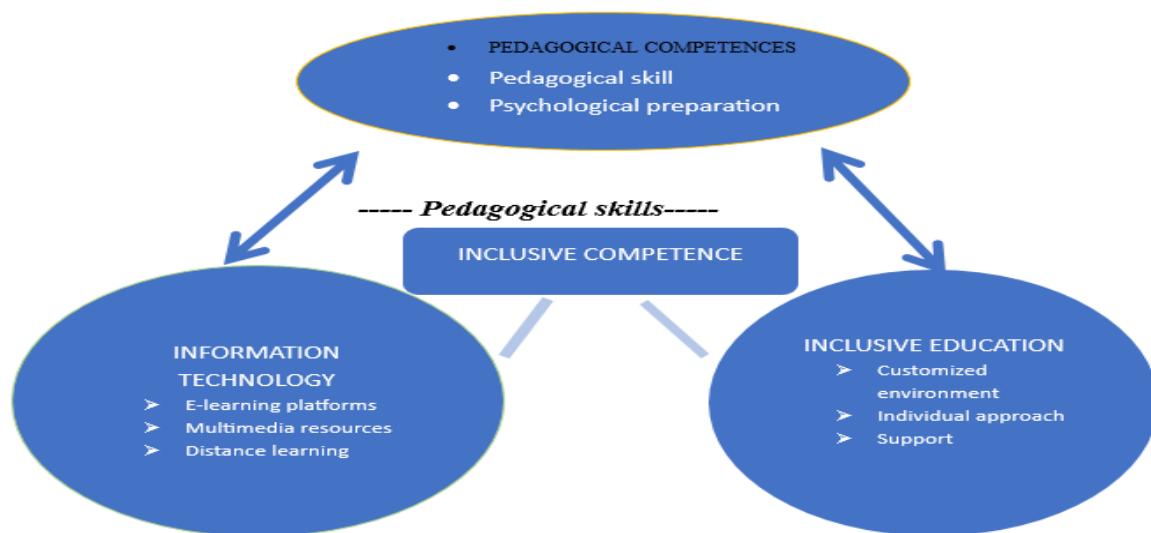
favorable educational conditions for children with disabilities. Through the use of information technologies:

- development of individual educational trajectories;
- creating adapted educational materials;
- organizing distance and e-learning;
- increasing interactivity in the educational process.

This process develops the inclusive competence of future teachers not only theoretically, but also practically

**Figure 1.**

**Model of inclusive competence formation in information and educational environments**



### 3. Interdisciplinary approach to training future teachers

The process of forming inclusive competence should be carried out on the basis of an interdisciplinary approach. The integration of the content of various disciplines allows for the comprehensive preparation of teachers for work in an inclusive environment. In particular:

adaptive and health-improving exercises in physical education;

social adaptation and communicative competencies in social pedagogy;

in computer science, the methodology of using information technologies for inclusive education is taught.

An interdisciplinary approach strengthens the professional training of future teachers and helps them to work effectively in inclusive education.

## 5. Conclusion

Inclusive education is one of the priority areas of the modern education system, which serves to ensure the right to equal education, taking into account the individual needs and capabilities of all learners. In this process, the formation of inclusive competence of future teachers is of great importance, since it is the professional training of the teacher that determines the effectiveness of inclusive education.

During the study, the essence of the concepts of inclusive education and inclusive competence was revealed and their components - cognitive, practical, motivational and reflexive components - were substantiated. It was also found that the use of modern information technologies in the information and educational environment is an effective tool for the formation of inclusive competence of future teachers.

It was proven that the educational process, organized on the basis of an interdisciplinary approach, comprehensively ensures the readiness of future teachers to work in an inclusive environment, serves to develop flexibility, social responsibility and innovative approaches in their professional activities.

In conclusion, the effective use of the opportunities of the information and educational environment in higher educational institutions, strengthening interdisciplinary integration and implementing pedagogical approaches aimed at inclusive education are important conditions for

the formation of inclusive competence in future teachers.

## References

1. Alekhina S. V. Inclusive education: theory and practice: textbook / S. V. Alexina. - M. : MGPPU, 2013. – 256 p.
2. Bogdanova E. V. Osnovy inklyuzivnogo obrazovaniya: methodicheskie rekomendatsii k distsipline / E. V. Bogdanova; pod obshch. ed. Yu. V. Dragneva. – Luhansk: GOU VPO LNR "Luhansky gosudarstvennyy universitete imeni Tarasa Shevchenko", 2016. – 65 p.
3. Vygotsky L. S. Basic defectology / L. S. Vygotsky. - SPb. : Lan, 2003. – 654 p.
4. Mitchell D. Effective pedagogical technologies of special and inclusive education / D. Mitchell; per. English - M. : ROOI "Perspective", 2011. - 288 p.
5. Inklyuzivnoe obrazovanie: methodology, practice, technology: materialy Mejdunar. nauch.-prakt. conf. (Moscow, June 20-22, 2011) / pod ed. S. V. Alexinoy. - M. : MGPPU, 2011. – 412 p.
6. Normalization of conditional education and training of children with limited health and inclusive education: method. posobie / pod ed. S. V. Alexinoy. - M. : MGPPU, 2011. – 180 p.
7. Kovalev E. V., Staroverova M. S. Obrazovatelnaya integration (inclusion) as a legal stage of the development of a system of education // Inclusive education. – 2010. – No. 1. – S. 15–27.
8. Nazarova N. N. Integrirovannoe (inklyuzivnoe) obrazovanie: genesis and problemy vnedreniya // Sotsialnaya pedagogika. – 2010. – No. 1. – S. 77–87.
9. Alexina S. V., Kutepova E. N. Organization of inclusive education for children with ogranicennymi vozmojnostyami zdorovya: ucheb. posobie. - M. : MGPPU, 2013. – 240 p.
10. Mejdunarodnaya classification funktsionirovaniya, ograniceniy jiznedeyatelnosti i zdorovya. - Geneva: Vsemirnaya organization zdrovokhraneniya, 2001. - 342 p.