

The Didactic Potential Of A Comprehensive Approach In Preparing Future Teachers For Inclusive Educational Activities

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Abstract

This article examines the didactic opportunities of a comprehensive approach in preparing future teachers for inclusive educational activities. The study analyzes modern trends in inclusive education, the content of pedagogical training, and the factors influencing the formation of inclusive competencies among future teachers. The pedagogical, psychological, methodological, and communicative components of the comprehensive approach are explored, and their impact on professional readiness is substantiated. The article also highlights the significance of innovative pedagogical technologies in training specialists capable of working effectively in inclusive educational environments.

Keywords: inclusive education, comprehensive approach, didactic opportunities, future teachers, professional competence, pedagogical technologies, inclusive competence.

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Introduction. In the global education system, the development of inclusive education is recognized as one of the most pressing pedagogical

challenges of the 21st century. Documents developed by the United Nations, UNESCO, and other international organizations designate ensuring the right of all citizens to receive quality education as a priority task. Inclusive education holds particular significance in implementing these objectives.

Inclusive education is a system that ensures all students learn together in a common educational environment, regardless of their physical, psychological, intellectual, or social characteristics. The success of this system largely depends on the level of professional readiness of educators. Therefore, preparing future teachers for inclusive educational activities in higher education institutions is one of the important scientific and practical tasks.

The reforms implemented in the education system today require teachers not only to know their subject perfectly but also to possess the competence to work with students who have diverse educational needs. These requirements create a necessity to improve the content and methodology of training future teachers.

Relevance of the Topic. One of the primary problems encountered in the process of implementing inclusive education is that educators are not sufficiently prepared for this activity. Practice shows that many young specialists face difficulties when working with students who have special educational needs. One of the main reasons for this is the lack of a systematic organization of the training process for inclusive education in higher education institutions.

A comprehensive approach is considered one of the effective tools to solve this problem. This approach allows for the development of all components of pedagogical training based on a unified system. As a result, the necessary knowledge, skills, and abilities for working in an inclusive environment are formed in future teachers.

Degree of Study of the Problem. Research regarding the theory and practice of inclusive education has been widely studied by foreign and local scholars. In particular, the scientific works of M. Ainscow, T. Booth, D. Mitchell, L. Florian, and M. Loreman hold substantial importance in establishing the theoretical foundations of inclusive education. These scholars researched the content, principles, professional competencies of teachers, and the organization of an inclusive environment. In their

scientific views, the professional readiness of the teacher is evaluated as the main factor ensuring the effectiveness of inclusive education.

The problems of pedagogical training and the competence-based approach have also been extensively researched by scholars of our Republic. However, the issue of systematically analyzing the didactic potential of a comprehensive approach in preparing future teachers for inclusive educational activities still requires scientific investigation.

Research Methodology. The research utilized methods of a systematic approach, pedagogical observation, comparative analysis of scientific sources, generalization, and interpretation. Additionally, international experiences and national regulatory-legal documents related to inclusive education were analyzed. The methodological foundation of the study consisted of the competence-based approach, the concept of student-centered learning, and modern pedagogical theories.

Theoretical Foundations of the Comprehensive Approach. In pedagogical science, a comprehensive approach is based on organizing the processes of education and upbringing as an integrated system. According to this approach, all factors influencing personal development are viewed in interconnectedness, and the goal, content, methods, tools, and results of the educational process form a single system. In the modern educational paradigm, a comprehensive approach is considered one of the important methodological bases ensuring the effectiveness of the pedagogical process.

The importance of a comprehensive approach is particularly high in preparing future teachers for inclusive educational activities. This is because inclusive education requires a teacher not only to possess deep knowledge of their subject but also to have competencies in special pedagogy, psychology, communicative culture, social cooperation, and the application of innovative technologies. When each of these competencies is formed in isolation, achieving the expected result becomes difficult; the comprehensive approach, however, ensures their integration.

The core content of the comprehensive approach is characterized by its focus on the comprehensive development of the future teacher's personality. In this, students not only master theoretical knowledge but also prepare for practical activity, acquire professional values, and develop reflexive competencies. Consequently, opportunities to

effectively resolve complex pedagogical situations encountered in an inclusive educational environment expand.

Today, the competence-based approach is viewed as one of the primary methodological directions in education. The comprehensive approach serves as a practical manifestation of the competence-based approach, facilitating the systematic formation of inclusive competencies in future teachers. The structure of such competencies includes methodical, communicative, diagnostic, information-communicative, and reflexive competencies.

Didactic Potential of Preparing Future Teachers for Inclusive Educational Activities. One of the key didactic opportunities of a comprehensive approach is ensuring the integration of educational content. In the process of training for inclusive educational activity, knowledge related to pedagogy, psychology, special pedagogy, methods of inclusive education, and information technologies is harmonized with each other. As a result, students develop integrated professional competencies rather than knowledge related to isolated subjects.

This approach also ensures an inseparable connection between theory and practice. Higher education practice shows that if the theoretical knowledge mastered by students is not reinforced through practical exercises, the effectiveness of its application in professional activity decreases. For this reason, it is advisable to widely utilize case studies, training sessions, project activities, and pedagogical practice in the process of training for inclusive education.

Another didactic potential of the comprehensive approach is related to taking individual educational needs into account. The essence of inclusive education consists of creating an educational environment appropriate to the capabilities and needs of each student. Therefore, future teachers should also be trained by taking individual developmental characteristics into account during the educational process. This allows for the formation of differential and individual approach skills in students.

The use of modern pedagogical technologies is also deemed one of the important didactic opportunities of the comprehensive approach. Specifically, problem-based learning, the project method, case studies, cooperative learning, and reflexive technologies serve to develop the inclusive competence of future teachers. These methods teach students

to think independently, analyze pedagogical problems, and develop practical solutions.

The comprehensive approach also serves to develop cooperation among the subjects of the educational process. The effectiveness of inclusive education largely depends on the cooperation of the teacher, parents, psychologist, defectologist, and social pedagogue. Therefore, forming teamwork skills in future teachers is of great importance.

Research Results and Analysis. Analyses show that pedagogical training organized on the basis of a comprehensive approach significantly increases the level of readiness of students for inclusive education. In particular, a deepening of knowledge related to the content and principles of inclusive education, the development of skills to work with students having special educational needs, and an increase in the ability to analyze pedagogical situations are observed. Furthermore, the development of qualities such as pedagogical tolerance, empathy, communicative culture, and professional responsibility is also observed in students. These qualities are considered vital factors ensuring the effectiveness of inclusive education.

The research results show that relying solely on theoretical knowledge is insufficient in training future teachers. In the process of professional training, it is necessary to increase the share of practical classes, model real pedagogical situations, and organize reflexive activity. It is precisely these factors that determine the practical effectiveness of a comprehensive approach.

The analysis of scientific sources also indicates that teachers prepared on the basis of a comprehensive approach adapt faster to the inclusive educational environment. They achieve high results in taking into account the individual characteristics of students, developing adapted instructional materials, and organizing differentiated education.

Discussion. Modern pedagogical research proposes various models of training for inclusive education. While some researchers give priority to the competence-based approach, others emphasize the advantages of activity-oriented or student-centered approaches. However, each of these approaches covers specific aspects of pedagogical training. The comprehensive approach, on the other hand, embodies the positive aspects of these approaches and allows for the organization of pedagogical training as a whole system. From this point of

view, the opportunities of a comprehensive approach in preparing future teachers for inclusive educational activities are considered broader compared to other approaches.

Today, the development of digital technologies also places new demands on the process of training for inclusive education. Therefore, harmonizing the comprehensive approach with digital educational technologies is viewed as one of the promising directions.

Conclusion. The results of studying the didactic potential of a comprehensive approach in preparing future teachers for inclusive educational activities show that this approach is one of the most effective ways to systematically organize the pedagogical training process. The educational process organized on the basis of a comprehensive approach allows for the integrated formation of future teachers' professional competencies.

According to the research results, the comprehensive approach ensures the achievement of the following main outcomes:

- Formation of positive motivation towards inclusive education;
- Deepening of professional knowledge;
- Development of practical pedagogical skills;
- Improvement of reflexive activity.

These factors lay the foundation for future teachers to function effectively in an inclusive educational environment.

Additionally, the comprehensive approach ensures the integration of theory and practice, thereby increasing the quality of pedagogical training. This enables the preparation of pedagogical personnel who are competitive, innovatively minded, and possess inclusive competencies in the modern education system.

Scientific Novelty. The scientific novelty of the research consists of the following:

- The didactic potential of a comprehensive approach in preparing future teachers for inclusive educational activities was systematically analyzed;
- The main components (motivational, cognitive, practical, communicative, reflexive) forming inclusive competence were clarified;
- Conceptual bases for improving pedagogical training based on a comprehensive approach were developed;

- The role of theory and practice integration in inclusive education was scientifically substantiated.

Practical Significance. The results of the research hold practical significance in the following directions:

- Improving the process of training pedagogical personnel in higher education institutions;
- Developing and modernizing curricula for inclusive education;
- Effectively organizing the process of pedagogical practice;
- Developing inclusive competencies in professional development courses;
- Implementing interactive and innovative educational technologies.

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