

CONTENT OF DEVELOPING INCLUSIVE COMPETENCES IN STUDENTS

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Abstract. This article analyzes the pedagogical foundations for developing inclusive competencies among future teachers. It addresses the professional training of teachers in inclusive education settings, focusing on the formation of skills for effectively working with students with special educational needs. The study also examines effective methods for developing future teachers' inclusive competencies through pedagogical approaches, methods, and technologies. Based on the research results, recommendations are provided for improving inclusive education in higher education institutions.

Keywords: inclusive education, inclusive competency, future teacher, pedagogical foundations, professional training, special educational needs, educational technologies, pedagogical approaches, differentiated approach, integration

INTRODUCTION. Ensuring every individual's right to education and providing quality education that takes into account their individual characteristics and needs is one of the key tasks of modern pedagogy. From this perspective, the formation and development of inclusive competencies in future teachers is an urgent scientific and pedagogical issue. In an inclusive education environment, a teacher must not only be a knowledge provider but also a specialist capable of establishing effective communication with students of diverse abilities and adapting to their needs. This requires teachers to possess specialized knowledge, skills, and qualifications, as well as a high level of pedagogical competence.

Inclusive education aims to provide equal opportunities to all students, regardless of their physical, intellectual, or social condition. This process is particularly important in music education, as the art of music provides a favorable pedagogical platform for expressing each individual's unique abilities. In Uzbekistan, significant attention is being paid to the development of inclusive education. At the state policy level, supporting children with special educational needs and integrating them into society has been established [2; p.5]. Moreover, the concept for developing an inclusive education system emphasizes the preparation of pedagogical staff and improving their qualifications as a priority.

The Law of the Republic of Uzbekistan "On Education" stipulates in Article 4 "Respect for human rights, prohibition of discrimination," Article 9 "Inclusive education – a system that takes into account the abilities of all individuals," and Article 22 "Special programs and conditions are created for persons with special needs" [1]. Accordingly, higher education institutions and general education schools in Uzbekistan must apply the principles of inclusive education in the training process of future teachers. This is not only a legal obligation but also essential for improving the quality of pedagogical activity and ensuring education that takes into account each student's individual abilities. In preparing future teachers, higher education institutions should focus on developing inclusive competencies. They need to develop skills for working with students of diverse abilities, adapt the learning process, and be ready to apply differentiated approaches.

MAIN PART. The development of inclusive competencies in future teachers is one of the key requirements of the modern education system. Inclusive competency refers to a teacher's



ability to work effectively with students who have different educational needs, organize the educational process taking into account their individual characteristics, and adapt flexibly to pedagogical situations. This competency encompasses knowledge, skills, qualifications, and the integration of personal qualities.

Inclusive education is the organization of the learning process considering students' abilities, individual-psychological, physical limitations, and learning characteristics [7].

In pedagogical higher education institutions, students with special educational needs in music education programs represent a higher proportion compared to other programs. The development of inclusive competencies in future music education teachers is a crucial component of their professional training. A modern teacher must not only have knowledge of their subject but also possess the skills to work with students with diverse needs.

The significant presence of students with special educational needs in music education programs of pedagogical higher education institutions can be explained primarily by the unique characteristics of music. Music relies on emotional, auditory, rhythmic, and creative abilities and provides an effective means for individuals with diverse psychophysiological abilities to express themselves. Therefore, students with certain physical or sensory limitations can also successfully receive education in music programs.

Moreover, professors and lecturers working in higher education institutions must possess a high level of competence in an inclusive education environment. They must not only be subject-matter experts but also exemplify inclusive values as role models for students. By applying an individual approach in lessons, considering students' needs, and creating a supportive and positive psychological environment, professors directly contribute to the formation of similar skills in future teachers.

Furthermore, the inclusive approach requires a high level of professional competence and pedagogical mastery from teachers. This necessitates the improvement of the system for preparing future teachers.

One of the most important requirements for a future teacher during professional training is continuous self-improvement, mastering modern pedagogical approaches, and being ready to work effectively in an inclusive education environment. Indeed, changes in the education system, especially the widespread introduction of inclusive education, require teachers to think differently, apply an individual approach, and possess high professional competencies. Therefore, future teachers must not only acquire deep knowledge in their subject but also continually develop skills for working with students with diverse educational needs.

CONCLUSION. Effective pedagogical activity in an inclusive education environment requires teachers not only to have deep theoretical knowledge but also practical skills, adaptability, and a high level of professional responsibility. The study revealed that music education programs offer extensive opportunities for creating an inclusive environment, allowing students with diverse educational needs to actively participate in the learning process. The emotional and creative characteristics of musical activity positively affect students' socialization, collaboration, and personal development. Therefore, preparing future music education teachers to work effectively in an inclusive education environment is of particular importance.

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