



## REFRAMING TEACHER EDUCATION THROUGH INCLUSION: COMPETENCIES, ASSESSMENT EQUITY AND MULTIDISCIPLINARY SUPPORT

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### ABSTRACT

*This article analyzes the role and importance of inclusive education in the pedagogical education system from a theoretical and practical perspective. The legal and pedagogical foundations of inclusive education, the mechanisms for integrating the necessary competencies (psychological and pedagogical, methodological, communicative, reflexive) and principles into the curriculum and course modules during teacher training are highlighted. The effectiveness of individual education plans, a differentiated approach, adaptive assessment, and the use of digital technologies in working with students with special needs and those in need of educational support are demonstrated through examples. A model of cooperation between educational institutions, families, and the community in creating an inclusive environment, as well as monitoring and evaluation indicators, are also proposed.*

### Introduction.

21<sup>st</sup> century education is based on the principles of human rights, cultural diversity and social justice, and promotes the idea that “no learner should be left behind”. Inclusive education is the practical expression of this idea, seeing the physical, cognitive, socio-emotional, linguistic and cultural differences of learners as a pedagogical asset rather than a limitation. Unfortunately, in many education systems, inclusion is still limited to “adapting children with special needs”, while this approach requires transforming the entire learning environment into a fair, flexible and supportive system. At this point, pedagogical education – the system of training future teachers – becomes the core driver of inclusion: it is in this system that the values, inclusive competencies, didactic repertoire and assessment culture of the teacher are formed.

In contrast to integration, inclusive education places the responsibility for “adaptation” on the system, not on the student: lesson design, assessment strategies,



communication and social interaction mechanisms are built in such a way that each student can achieve success along his or her own individual trajectory. Concepts such as the concept of Universal Design for Education (UDL), a differentiated approach, adaptive assessment, an individualized education plan (IEP), and digital inclusion are the methodological foundations of this process. The principle of “one goal, many paths” of UDL ensures equal participation by increasing the number of paths to content, process, and outcome for students with different needs and abilities; the IEP specifies these paths with personal goals and indicators.

Practice shows that the success of an inclusive teacher depends not only on a set of methods, but also on a professional identity - a culture of values, beliefs, and reflection. Therefore, pedagogical education programs should include not only theoretical courses, but also modules of “micro-teaching” close to real practice, classroom observation, cooperation with peer mentors, communication with families and the community. The current conflicts — the requirements of standardization and the need for personalization, the balance between the use of digital technologies and humanistic didactics, the objectivity and flexibility of assessment, resource constraints and the intersection of quality requirements — are precisely the issues that need to be resolved in pedagogical education.

As national policies and international norms increasingly define inclusion as a strategic priority, higher education institutions face a two-fold task: first, to integrate inclusive competencies as a basic criterion in all areas of teacher training; second, to make the educational process itself inclusive — that is, to make the classroom, resources, assessment, and management accessible and accessible to all. In this process, psychological and pedagogical support systems, multidisciplinary specialists (speech therapist, defectologist, psychologist), a partnership model (school-higher education-parents-community) and monitoring indicators play an important role. This article highlights the role and importance of inclusive education in the context of pedagogical education from a theoretical and practical point of view. The scientific problem of the article is that in many curricula, knowledge on inclusion is fragmentary and there is insufficient inter-course consistency; assessment is often result-oriented, and the process itself — flexible design, collaboration, reflection — is not sufficiently measured. The purpose of the study is to identify the conceptual foundations of the formation of inclusive competencies, propose mechanisms for their integration into the curriculum and course modules, and substantiate methodological solutions that enhance the practical training of future teachers.

To this end, the following questions are raised: what are the composition and minimum standards of inclusive competencies in pedagogical education? At what stages and in what sequence will the integration of IEP and adaptive assessment solutions increase effectiveness? How can a practice-oriented model (clinical lessons, observation and reflection) in teacher training be organized to strengthen the strategies used in real classrooms? What should be the model of cooperation between higher education institutions, schools, families and communities and monitoring indicators in creating an inclusive environment? The expected practical significance is to strengthen student



participation, motivation to learn and equitable distribution of educational outcomes by redesigning course design, assessment strategies and cooperation mechanisms in teacher training programs. Inclusive education is not a separate “department”, but a paradigm that encourages a reinterpretation of the philosophy of education: the content of teacher work, methods, assessment culture and cooperation technologies. Pedagogical education is the main arena for translating this paradigm into practice, and the solutions created in it immediately find their expression in the classroom. In this direction, this article proposes theoretical foundations, practical mechanisms and measurable indicators, showing concrete ways to approach true inclusion in education. The theoretical and methodological foundation interprets inclusive education not as a set of simple “adaptation technologies”, but as a paradigm that encourages a rethinking of the entire educational system. Such an interpretation is based, first of all, on the principles of human rights and social justice: equal opportunities, accessibility and fair results in education should not penalize individual differences of a person, but, on the contrary, turn them into a resource that enriches the teaching and learning process. The social model of disability provides theoretical support for this approach: if the problem is not in the person, but in the environment and design, then the solution also begins with changing the environment, restoring lesson design, adapting assessment and communication. Constructivist perspectives, especially when combined with sociocultural definitions, present the learning process as a practice of social interaction, meaning-making, and expanding the zones of proximal development; this makes the teacher a creator of didactic solutions that are sensitive to different needs, multi-pathway, and flexible. This theoretical vision is operationalized through the concepts of a differentiated approach. It proposes the principle of “one goal — many paths”: by presenting content in different channels, creating diversity in forms of participation, and products of expression, each student finds a path to success that is based on his or her strengths. Individualized education plans (IEPs) clearly define this diversity with personal goals and indicators, and strengthen monitoring and feedback mechanisms. Through multi-tiered support systems (RTI/MTSS), interventions are designed step-by-step according to the level of need; and culturally and linguistically sensitive pedagogy brings the student’s identity, mother tongue, and cultural capital to the center of the learning process. Assessment theory reinterprets the criteria of fairness and validity in such a system: assessment should not punish differences in student ability, but rather encourage learning, ensuring consistency and transparency across formats.

Based on this theoretical framework, a conceptual model for pedagogical education is built at three levels. At the micro level, the teacher’s inclusive competencies—values and attitudes, knowledge and practical skills—are developed; he or she becomes a designer who can consciously choose differentiated tasks, multimodal presentations, support levels, and collaboration strategies. At the meso level, the classroom and school environment are oriented toward inclusion: physical and digital accessibility, a positive psychological climate, an “open door” policy between family-school-community, and a multidisciplinary network of specialists (psychologists, speech therapists, defectologists) are stabilized. At the macro level, indicators of participation, motivation, and fairness of



outcomes are monitored, and reducing intergroup differences are set as a strategic goal. This model, in turn, also systematizes assessment and monitoring: Through the Inclusive Competency Index, results are consistently analyzed using rubrics such as teacher knowledge-skills-attitude components, level of integration, and IEP quality, as well as indicators of assessment fairness.

Methodologically, the study is based on a mixed-methods design. Quantitative data are used to measure the overall impact of interventions, and then qualitative analyses reveal the “why” and “how” of these numbers. Design-oriented research (DOR) cycles test pedagogical solutions in real-world contexts through diagnostic, design, testing, and redesign phases. Participants are recruited through a stratified selection process: prospective undergraduate and graduate teachers, faculty, practice school mentors, and administrators. A control group studying in a traditional program is also selected for comparison, which enhances internal validity.

Data are collected from multiple sources. Likert-scale questionnaires measure inclusive values, self-efficacy, UDL practices, and willingness to collaborate. Observation and microteaching protocols systematically record lesson plans, task variety, support levels, and communication methods. Document analysis assesses the quality of IEP templates, syllabi, and UDL elements in assessment materials. Focus groups and semi-structured interviews illuminate student and mentor experiences, barriers, and success strategies. LMS analytics provide digital traces of engagement metrics, assignment patterns, and accessibility settings.

Issues of validity and ethics are integral to research. While control groups and covariates strengthen internal validity, replication across institutions increases external validity. The principles of reasonable accommodations, nondiscriminatory process, informed consent, data protection, and anonymization are strictly adhered to. The researcher’s own reflections, assumptions, and pressures are openly recorded through an “audit trail.” Of course, there are methodological limitations: observation and document analysis are triangulated to mitigate self-report bias; resource constraints are managed through phased implementation and division of responsibilities; and generalizability issues are mitigated through multi-context sampling. Finally, the monitoring strategy routinely assesses outcomes across three clusters: accessibility (digital environments, proportion of alternative formats), participation (activity in class, participation in assignments, retries), and outcome equity (score variance across assessment formats and reduction in between-group differences). These indicators are aggregated into a “scorecard” at the end of the semester and fed back into curriculum and course design as feedback. Thus, theoretical values are integrated into a holistic system with methodological discipline: interventions designed around UDL, IEP, and adaptive assessment transform teacher education; collaborative protocols, rubrics, and checklists measure and sustain these changes. The role and importance of inclusive education is demonstrated in that it not only creates opportunities for certain categories, but also re-centers pedagogical education itself around the principles of justice, flexibility, and humanity.



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