

**UNITY OF OPPORTUNITIES FOR MANAGEMENT OF INCLUSIVE TEACHER  
TRAINING IN THE EDUCATIONAL PROCESS BASED ON A COMPETENCY-BASED  
APPROACH**

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**Abstract:** This article analyzes the issues of managing inclusive training of teachers in the educational process based on a competency-based approach. The professional training of teachers in an inclusive educational environment, their role in the formation of special competencies, and modern management approaches are considered. The use of a competency-based approach in inclusive education opens up opportunities for improving the pedagogical skills of teachers, improving the quality of education, and forming an education system that meets the individual needs of each student. The article also discusses innovative methods and model-based approaches to effectively manage the inclusive education process.

**Keywords:** Inclusive education, teacher training, competency-based approach, educational process, educational quality, special competencies, individual approach.

**Introduction:** The inclusive approach is gaining relevance in the modern education system. In order to ensure the right of every person to education, inclusive training of teachers is of great importance. This article analyzes the issues of improving and managing the training of teachers in the field of inclusive education based on a competency-based approach. Currently, inclusive education is becoming an integral part of the global education system. Expanding opportunities for quality education, taking into account the individual needs of each child, is recognized as one of the global pedagogical principles. Teacher training is of great importance in the effective organization and management of the inclusive education process. Therefore, the formation of inclusive education competencies of teachers in the modern education system, their development and effective use in the pedagogical process are urgent issues.

This article analyzes the possibilities of managing inclusive training of teachers based on a competency-based approach. The competency-based approach is aimed at enriching the theoretical knowledge of teachers with practical skills, creating the opportunity for them to effectively apply the principles of inclusive education. In addition, the article considers the importance of strategies for improving the skills of teachers, innovative methods and modern management technologies in the process of inclusive education.

Managing inclusive teacher training based on a competency-based approach is one of the important factors that contribute to improving the quality and efficiency of education, ensuring that each student receives education that meets their individual needs. In this regard, this topic has not only theoretical but also practical significance, encouraging education professionals to develop this process.

**Main part:** Inclusive education is an approach aimed at creating opportunities for all students, including children with disabilities, to receive quality education. This system requires the use of adapted methods and tools in the educational process, taking into account the individual needs of each student.

Below are excerpts from the views of Uzbek scientists on inclusive education, a competency-based approach and pedagogical management:

A. Abdukodirov noted: “The development of an inclusive education system should be carried out by improving the professional skills of teachers and strengthening pedagogical competencies. In this process, the teacher should not only be a provider of knowledge, but also a specialist who develops an educational strategy that meets the needs of each student.”

Sh. Boronov believes: “The introduction of a competency-based approach in the pedagogical process means creating an integrated system aimed not only at mastering theoretical knowledge, but also at developing the practical skills of teachers.”

D. Rasulova says: “To successfully organize inclusive education, it is not enough for teachers to have only special knowledge. They must master modern pedagogical technologies, an individual approach and differentiated teaching methods.”

M. Kasimova notes in her research: “In any education system, the main attention should be paid to the individual needs of students. Especially in inclusive education, this principle is a priority, and these goals can be achieved by forming inclusive competencies of teachers.”

I. Abdurakhmonov emphasizes: “The main problem in managing the inclusive education process is the insufficient development of the system of special training and advanced training of teachers. A competency-based approach is one of the most effective ways to solve these problems.”

The main goals of inclusive education are: Ensuring the right of every student to receive education; Creating equal opportunities in the educational environment; Strengthening social integration in society; Improving the quality of education through a differentiated and individual approach.

The competency-based approach is based on combining teachers' theoretical knowledge with practical skills. This approach requires teachers to develop problem-solving competencies in practice, not limited to theoretical knowledge.

The following competencies are important in inclusive teacher training:

-Pedagogical competence - planning inclusive lessons and taking into account the individual needs of students.

-Psychological competence - using the right psychological approach when working with students with special educational needs.

-Communicative competence - effective cooperation with parents, society and educational institutions.

-Innovative competence - using modern educational technologies and developing inclusive education.

In managing inclusive teacher training, professional development programs can be used - participation in special trainings, courses and seminars, practical training - gaining practical experience in inclusive education, mentoring and coaching - learning from experienced teachers, research activities - studying and implementing innovative approaches in the field of inclusive education.

Teacher training is very important for the successful implementation of inclusive education. Training teachers based on a competency-based approach helps to improve the quality and efficiency of education. Actively apply modern technologies and innovative approaches in inclusive education through the development of systematic programs for improving the professional skills of teachers in the field of inclusive education and the widespread implementation of inclusive education methodologies.

These approaches serve to improve the professional skills of teachers and effectively implement the principles of inclusion in the educational process.

Currently, the transition of the education system to an inclusive model requires teachers to acquire new pedagogical competencies. In this regard, the process of managing inclusive teacher training based on a competency-based approach should be analyzed in various aspects. Below, this issue is considered from the perspective of the main factors.

Analysis shows that the main task of a teacher in inclusive education is to create equal opportunities for all students to receive education. Unlike traditional education, in the process of inclusive education, a teacher must conduct lessons based on a differentiated approach, take into account the individual needs of students, use innovative pedagogical technologies, and have a deep understanding of the theoretical and practical foundations of inclusive pedagogy.

However, analysis shows that currently most teachers do not have sufficient qualifications in inclusive education. Therefore, improving their competencies remains an important issue.

The main principles of the competency-based approach are to consolidate theoretical knowledge with practical skills, develop teachers' independent decision-making skills, organize the educational process based on interactive methods, and deeply understand the needs of each student

As a result of the analysis, the following problems were identified in the implementation of inclusive education: a lack of special inclusive education courses for teachers, incomplete development of inclusive education methodology, low knowledge and understanding of students and parents on inclusive education, and limited opportunities to implement modern pedagogical technologies.

It is necessary to take measures to eliminate these problems by expanding teacher training programs, introducing modern inclusive methods in the education system, conducting psychological and pedagogical training for teachers, and developing methodological guides for working with children with special needs.

The analysis shows that a competency-based approach plays an important role in improving the training of teachers in the process of inclusive education. However, in order to effectively manage this process, recommendations are made to introduce special courses on inclusive education for teachers, develop educational programs based on practical exercises and interactive methods, study foreign experiences in order to increase the experience of teachers in inclusive education, and conduct research on inclusive education in educational institutions.

**Conclusion:** Today, the rapid development of inclusive education requires new approaches to the pedagogical process. Using a competency-based approach to improving the inclusive training of teachers is one of the effective methods, which expands the opportunities for teachers to develop their professional knowledge and skills, adapt to the modern educational process, and take into account the individual needs of each student.

The article analyzes the role and importance of the competency-based approach in the process of managing the preparation of teachers for inclusive education. It was noted that in an inclusive educational environment, a teacher is required not only to have traditional pedagogical knowledge, but also to have skills such as flexibility, the use of innovative technologies, and a differentiated approach. Therefore, one of the important tasks is to develop curricula aimed at improving the skills of teachers and provide them with the necessary methodological guidelines.

In conclusion, the management of teacher training in the process of inclusive education based on a competency-based approach serves to increase the quality and efficiency of education. This is of great importance for further improving inclusive education, supporting the professional development of teachers, and creating opportunities for every student to receive quality education. In the future, it remains an urgent task to further expand research on inclusive education, use innovative methods, and develop practical activities aimed at forming the professional competencies of teachers.

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