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REQUIREMENTS FOR TEACHERS' PROFESSIONAL QUALIFICATIONS IN INCLUSIVE EDUCATION

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Abstract

This article analyzes the professional competence of teachers in inclusive education, including their motivational, cognitive, reflexive, and operational components, as well as theoretical and practical foundations for working with children with disabilities. The study highlights teachers' professional and personal preparedness, diagnostic, corrective, communicative, and technological competencies in ensuring the effectiveness of inclusive education. The article emphasizes the integration of knowledge, skills, and humanistic approaches in pedagogical practice.

Keywords: Inclusive education, teacher professional competence, children with disabilities, pedagogical activity, motivational competence, cognitive competence, reflexive competence, operational competence, diagnostics, correction, communication, educational technologies.

Introduction

INKLYUZIV TA'LIMDA O'QITUVCHINING KASBIY MALAKASIGA UCHUN TALABLAR

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Annotatsiya:

Ushbu maqolada inklyuziv ta'limda o'qituvchining kasbiy kompetensiyasi, uning motivatsion, kognitiv, refleksiv va operatsion komponentlari, shuningdek, nogiron bolalar bilan ishlashga tayyorlikning nazariy va amaliy asoslari tahlil qilinadi. Ishda o'qituvchilarning professional va shaxsiy tayyorgarligi, diagnostika, korreksiya, kommunikativ va texnologik kompetensiyalarining inklyuziv ta'lim samaradorligidagi roli ko'rib chiqiladi. Maqola pedagogik faoliyatda bilim, ko'nikma va insonparvarlik yondashuvining uyg'unligini aks ettiradi.

Kalit so'zlar: Inklyuziv ta'lim, o'qituvchining kasbiy kompetensiyasi, nogiron bolalar, pedagogik faoliyat, motivatsion kompetensiya, kognitiv kompetensiya, refleksiv kompetensiya, operatsion kompetensiya, diagnostika, koreksiya, kommunikatsiya, ta'lim texnologiyalari.

Аннотация:

В статье рассматривается профессиональная компетентность учителей в инклюзивном образовании, включая мотивационные, когнитивные, рефлексивные и операционные компоненты, а также теоретические и практические основы работы с детьми с ограниченными возможностями. Особое внимание уделяется профессиональной и личной подготовке педагогов, диагностическим, коррекционным, коммуникативным и технологическим компетенциям, обеспечивающим эффективность инклюзивного образования. Статья подчеркивает важность интеграции знаний, умений и гуманистического подхода в педагогической практике.

Ключевые слова: Инклюзивное образование, профессиональная компетентность учителя, дети с ограниченными возможностями, педагогическая деятельность, мотивационная компетенция, когнитивная компетенция, рефлексивная компетенция, операционная компетенция, диагностика, коррекция, коммуникация, образовательные технологии.

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INTRODUCTION

One of the main requirements of inclusive education is the professional qualification of teachers who ensure the teaching, upbringing, and development of children with special needs. Special attention should be paid to preparing teachers in inclusive educational institutions for interaction with students who have disabilities.

The specific nature of educational and corrective work with children who have developmental disabilities requires specialized training for teachers in general education institutions that provide integrated education. Teachers in educational institutions must have a good knowledge of corrective pedagogy and the basics of special psychology, clearly understand the psychophysical characteristics of children with special needs, as well as the methods and technologies for organizing educational and rehabilitation processes for them. Individuals who have not undergone specialized pedagogical training cannot work successfully with children who have developmental anomalies. The staffing schedules of general education institutions should include positions for teachers (special education teachers, speech therapists, educational psychologists, social workers, and others) and medical personnel to ensure that children with special educational needs can master the basic curriculum and overcome any deficiencies in their physical or mental development.

Given that children with special needs have the opportunity to freely choose an educational institution, every teacher must possess a certain level of inclusive qualification as an integral part of their professional competence. Competence is a set of interrelated personal qualities (knowledge, abilities, skills, and methods of activity) defined in relation to specific subjects and processes necessary for high-quality, effective performance. Competence also implies that an individual possesses the relevant abilities, including a personal attitude toward them and toward the subject of activity.

Professional competence is the ability to act successfully in solving professional problems based on practical experience, skills, and knowledge. A person's general competence includes basic and functional competencies. A teacher's professional competence encompasses the key professional skills required of a

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specialist in a specific field, such as a teacher, educator, or special education instructor. The teacher's specific professional competencies depend on the characteristics of the educational institution where pedagogical activity is carried out and the object of that activity — for example, the teacher's professional competence in general education or special (correctional) schools, or in working with different categories of children and parents. These specific professional competencies ensure the implementation of particular pedagogical actions and the successful resolution of pedagogical tasks.

Professional competencies represent the integrative personal development that determines teachers' ability to perform professional functions in the process of inclusive education. They take into account the diverse educational needs of students and ensure the inclusion of children with disabilities into the educational environment, creating conditions for their development and self-improvement. The structure of a teacher's inclusive competence includes the main substantive (motivational, cognitive, reflective) and operational components, which together form the teacher's inclusive qualification.

Motivational competence is characterized by a deep personal interest, a positive attitude toward pedagogical activity in the context of integrating children with developmental anomalies with their typically developing peers, and a combination of motives such as social, cognitive, professional, personal development and self-affirmation, and personal well-being. It is defined as the ability to motivate oneself to perform specific professional actions based on a set of values, needs, and motives consistent with the goals and objectives of inclusive education. The most important aspect of this competence is the teacher's personality. This includes, first, a general humanistic approach to teaching, and second, a positive attitude toward professional development in the context of inclusive education for children with various learning needs. It also includes understanding the importance of inclusive education for the successful socialization of children with disabilities and deeply appreciating its humanistic potential.

Cognitive competence is defined as the ability for pedagogical thinking based on a system of knowledge and cognitive experience necessary for the

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implementation of inclusive education, as well as the ability to perceive, process, store, and recall information essential for solving theoretical and practical problems of inclusive education. This key competence is grounded in scientific, professional, and pedagogical knowledge about innovative integration processes in the field of special education; the foundations of personal development; the pedagogical and psychological foundations of teaching and upbringing; the anatomical, physiological, age-related, psychological, and individual characteristics of both typical students and those with various developmental deviations; the pedagogical management of students' self-development; and the main patterns of interaction between society and individuals with developmental disabilities.

The reflective component of a teacher's inclusive competence includes reflective competence, which manifests itself in the ability to think critically about one's own professional activity in the context of preparing for and implementing inclusive education. The operational component includes operational competencies, which are defined as the ability to express methods and experience acquired in pedagogical activity that are necessary for performing specific professional tasks in the educational process, successfully implementing inclusive education, solving emerging pedagogical situations, independently and flexibly addressing pedagogical problems, and conducting scientific research activities.

METHODS

The functional domain of inclusive competence is expressed through a system of operational core competencies, each of which encompasses the complete cycle of essential content competencies.

Diagnostic competence refers to the ability to accurately assess the level of development of the student group, the personal growth of individual learners, their learning and upbringing, as well as the overall state of the pedagogical process and its individual stages within an inclusive educational environment.

Prognostic competence is the ability to anticipate the outcomes of specific pedagogical actions in the context of inclusive education.

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Constructive competence represents the ability to set goals (both general and individual) in accordance with diagnostic data, to plan one's pedagogical activity competently, to take into account students' diverse educational needs, and to design pedagogical activities within an inclusive environment by adapting teaching forms, methods, and tools.

Organizational competence is the ability to structure pedagogical activity in an inclusive educational environment and to apply an individualized approach creatively in professional practice, such as teaching based on individual educational trajectories.

Communicative competence involves the ability to establish constructive relationships with participants in the pedagogical process and to facilitate the effective implementation of inclusive education.

Technological competence refers to the ability to apply methods and technologies of inclusive education for children with various educational needs and developmental disabilities.

Corrective competence is defined as the ability to adjust the course of the pedagogical process at any stage, taking into account the results of intermediate and final diagnostics.

Research competence is the ability to study and analyze pedagogical phenomena and to conduct experimental work.

The development of teachers' inclusive competence enables them to effectively carry out their pedagogical activities. As emphasized earlier, the teacher's personality (motivational competence) plays a crucial role in implementing pedagogical activities within an inclusive educational environment. It is important to highlight this aspect, as not every teacher working in a general education institution with typically developing children is capable of effectively teaching a child with disabilities.

In the process of preparing teachers for the implementation of inclusive education, it is necessary to take into account their professional and personal readiness to work with children who have special needs. A teacher's professional and personal readiness for working with such children includes their professional and

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humanistic orientation, professional and value orientations, personal and professional qualities, and relevant skills.

A teacher's professional and humanistic orientation is reflected in their awareness of the humanistic values of professional activity, satisfaction derived from their work, perseverance in mastering professional skills, and the effectiveness and engagement they demonstrate in achieving the humanistic goals and objectives of teaching and educating children. Teachers are responsible for setting the goals, objectives, content, and methods of teaching children with special needs, as these children are initially more dependent on pedagogical support than their typically developing peers. Therefore, the teacher's professional and personal readiness to work with children with special needs presupposes the development of a whole range of qualities based on personal resources.

To determine the level of professionally significant qualities, a number of diagnostic methods should be used. By correlating diagnostic results with the requirements imposed on teachers working with children with special educational needs, it becomes possible to focus efforts on correcting, developing, and improving components essential for a competent teacher. The idea of K. D. Ushinsky that "a teacher lives as long as he learns" is of particular importance today. Life itself has brought to the forefront the issue of continuous pedagogical education, as well as the need for teachers to engage in constant self-improvement through lifelong learning.

RESULTS

During my 4+2 practical training allocated by the university, I conducted observations, surveys, and testing processes at School No. 2, involving a total of 12 primary school teachers. According to the research findings, six teachers indicated that they were prepared to work in the context of inclusive education and possessed the necessary knowledge and skills. Four teachers, however, refused to teach in inclusive classes, preferring to work in regular classrooms.

It was found that two teachers lacked sufficient qualifications to work in this field. These results indicate that teachers' attitudes toward inclusive education and their

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levels of readiness vary, influenced by several social, organizational, and psychological factors.

First of all, the main reasons cited by the teachers who refused to participate were dissatisfaction with working conditions and the school environment. They emphasized that the educational institution did not have the necessary material and technical resources to conduct inclusive lessons, noting that classrooms were small and lacked sufficient specialized equipment and learning materials. Under such conditions, they found it difficult to perform their duties effectively, which led to a decline in motivation and confidence in their work. In addition, insufficient support from school administration and colleagues, as well as the persistence of certain stereotypical views toward the inclusive approach, also influenced their decision.

On the other hand, some teachers explained their refusal to work in inclusive education by pointing to their insufficient professional preparedness. They stated that although they possessed theoretical knowledge, they lacked practical experience in fully applying specialized pedagogical methods, diagnostic techniques, and corrective approaches. This deficiency created uncertainty and anxiety when working individually with students. The absence of systematic scientific-practical processes, the scarcity of professional development courses, and the weak system of experience exchange among teachers also contributed to this issue.

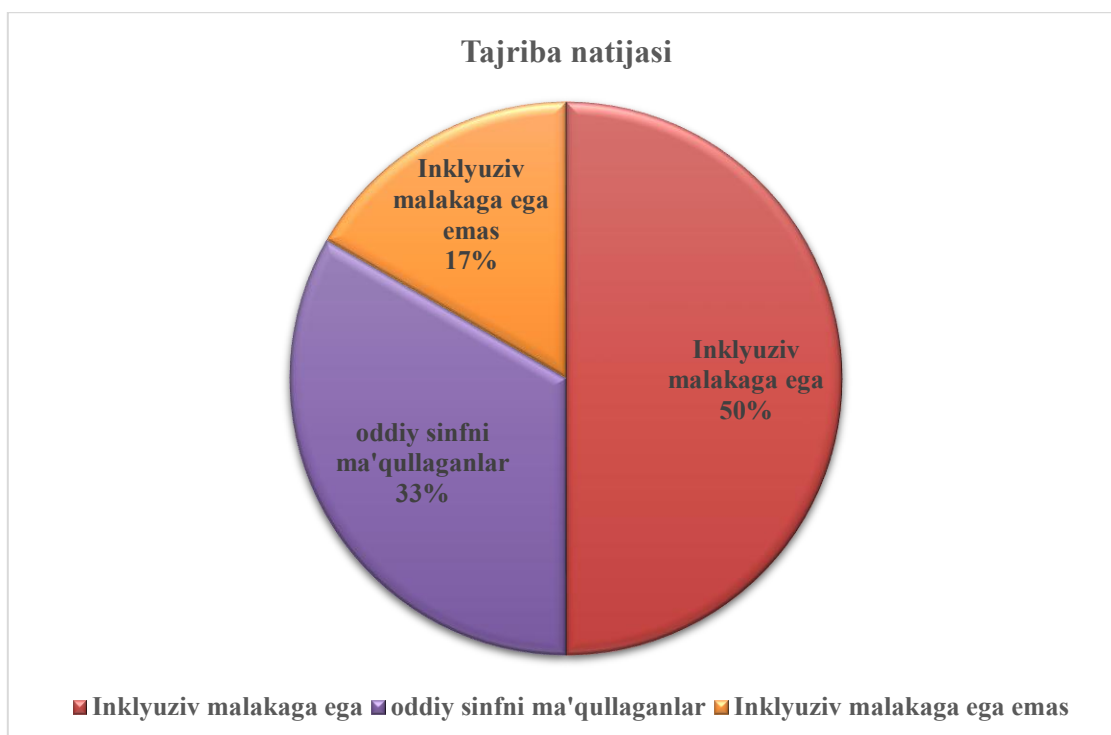
Furthermore, teachers' psychological state played an important role in the process. Primary school teachers generally bear a heavy workload, as they teach multiple subjects, maintain documentation, and work with parents. In such circumstances, inclusive lessons require additional preparation, individualized planning, and adaptation, which further drains their energy. As a result, some teachers perceived the new system as an additional burden and expressed psychological unpreparedness for it. Moreover, the lack of proper school infrastructure and basic conditions was also identified as a significant factor.

The shortage of specialized educational materials, adapted classroom equipment, technical aids, and learning resources limits teachers' ability to organize their work effectively. As a result, they did not feel adequately supported, which led



to a decline in motivation. Another important factor is the attitude of parents and the local community. Some parents approached inclusive education with caution, which caused hesitation among teachers. Due to the lack of close cooperation with the neighborhood community, the school council, and partner organizations, teachers often felt isolated. Consequently, they chose not to fully engage in the inclusive education process.

Overall, the refusal of four teachers to work in inclusive education was caused by a combination of interconnected factors — working conditions, psychological pressure, insufficient professional preparation, infrastructural problems, weak social support, and the administrative approach. This situation demonstrates that the successful implementation of inclusive education requires the collaboration not only of teachers but also of the entire educational system, the school staff, and the local community. Therefore, the practical results clearly indicated the need to enhance teacher qualifications, strengthen psychological support mechanisms, improve the material and technical base, and foster a positive and supportive environment.



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DISCUSSION

The results of the conducted practical research revealed significant differences among primary school teachers at School No. 2 in terms of their attitudes toward inclusive education, levels of readiness, and professional competence. Out of twelve teachers, six expressed a positive attitude toward working in this direction and demonstrated sufficient knowledge, skills, and motivation. Four teachers refused to engage in inclusive teaching, while two were found to lack the necessary qualifications. These findings confirm the importance of systematic support, practical assistance, and a conducive pedagogical environment for teachers' professional development.

Firstly, the discussion revealed that teachers' decisions to participate in or withdraw from inclusive education largely depend on their psychological readiness, motivation, and working conditions. The success of inclusive education relies heavily on the teacher's personal values, humanistic position, and commitment to their profession. Teachers who showed positive results in the study were characterized by self-development, deep understanding of students' individual characteristics, and openness to innovation, which indicates the development of their motivational and reflective competencies.

Secondly, the case of teachers who refused to engage in inclusive education clearly exposed systemic shortcomings. They highlighted the lack of adequate material and technical resources, insufficient methodological support from school administration, and limited facilities. This weakened teachers' confidence in their professional abilities and led to their withdrawal from the inclusive process. Therefore, ensuring teachers' active participation requires the creation of proper infrastructure, technical resources, and methodological support systems within educational institutions.

Thirdly, the level of teachers' professional qualification and practical preparedness was identified as one of the major challenges. The study revealed that while some teachers were theoretically familiar with the concepts of inclusive education, they experienced difficulties in practically applying diagnostic, corrective, and communicative competencies. This indicates a growing need for

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practical training and experience. Hence, it is necessary to establish regular seminars, hands-on training, and experience-sharing programs for teachers.

Fourthly, psychological factors were found to have a strong influence on teachers' performance. High workloads, time constraints, and social pressure often lead to emotional fatigue. Lessons requiring individual approaches in inclusive education demand even greater energy and patience. Therefore, introducing a psychological support system for teachers working in inclusive environments is of critical importance.

Fifthly, the level of inclusive culture within the school also directly affected teachers' performance. The research revealed that some colleagues and parents did not fully trust or accept the inclusive approach, which reduced teachers' initiative. This suggests that the development of inclusive education requires not only the commitment of teachers but also mutual understanding and cooperation among the entire school community, parents, and the local society.

Overall, the discussion demonstrates that to develop teachers' inclusive competence, their knowledge, skills, psychological readiness, and social support systems must function harmoniously. Creating a positive pedagogical atmosphere in schools, encouraging teachers, systematizing professional development programs, and providing practical assistance can significantly improve the effectiveness of inclusive education. Based on these findings, it can be concluded that the successful implementation of inclusive education depends not only on teachers' professional mastery but also on the overall readiness of the educational system and the high level of social culture.

CONCLUSION AND RECOMMENDATIONS

Through the analysis of this environment, I have come to the conclusion that, in order to develop inclusive education, it is first necessary to cultivate an inclusive culture among teachers, broaden their professional outlook, and strengthen their practical skills. Therefore, it is proposed that professors and field specialists create a teaching manual entitled "The Third Teacher in Inclusive Education" and implement it as a one-month practical course for teachers. This manual would

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aim to develop diagnostic, constructive, and communicative competencies while also enhancing teachers' professional reflection in inclusive settings.

The scientific significance of this proposal lies in its potential to foster positive motivation toward inclusive education among teachers, improve methodological approaches based on modern pedagogical technologies, and organize teaching activities that take into account the individual needs of learners. In addition, the manual can contribute to strengthening inclusive culture within the school community, building an atmosphere of collaboration and empathy, and thereby improving the quality and effectiveness of education.

This recommendation has also demonstrated practical value: before conducting an oral survey among upper-grade students, when 10-“A” class pupils were introduced to the concept of inclusive education, their engagement and interest levels showed notably positive results.



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