

PRINCIPLES OF DEVELOPING INCLUSIVE TRAINING OF FUTURE TEACHERS IN THE DIGITAL EDUCATIONAL ENVIRONMENT

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Abstract: the article examines the ways of implementing inclusive education principles into practice through the use of modern pedagogical technologies, digital platforms, and electronic resources. It highlights the development of digital competencies among prospective teachers, the enhancement of skills for effective interaction with students of diverse needs, and the methodological foundations for ensuring equal opportunities in the educational process.

Key words: digital education, inclusive education, prospective teachers, didactic principles, digital competence.

Introduction. In the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 [1], important tasks were defined regarding the support of persons with disabilities, modernization of the education system, and the development of inclusive education. Furthermore, Resolution No. PQ-4860 of October 13, 2020 [2], as well as Resolution No. 638 of the Cabinet of Ministers dated October 12, 2021 [3], addressed issues related to improving the system of education for children with special educational needs, strengthening the training of pedagogical personnel, and enhancing methodological support. Based on these normative-legal documents, higher pedagogical education institutions are entrusted with the responsibility of preparing teachers who are capable of working under inclusive education conditions and possess high professional competence. This, in turn, requires a comprehensive study of organizing inclusive education as a socio-pedagogical issue.

The learning process organized on the basis of inclusive education technologies is aimed at involving all students—regardless of their physical, intellectual, or psychological condition—into a unified educational environment. In this context, the use of differentiated approaches, individualization, and adapted methods is considered essential [7].

The main goal of inclusive education is to ensure that students with special educational needs receive quality education in general educational institutions and to create the necessary conditions for them. In this process, the application of special pedagogical technologies plays a crucial role [5].

At the international level, significant attention is also paid to the issue of inclusive education. In particular, the “Convention on the Rights of Persons with Disabilities” adopted by the United Nations guarantees the right to education for persons with disabilities [8]. Moreover, within the framework of the “Education for All” program, the development of inclusive education has been identified as a priority task [9].

Main part. The development of inclusive competencies of prospective teachers in the digital educational environment is considered one of the priority directions of modern pedagogical education. Today, teachers are required not only to possess theoretical knowledge within their subject area, but also to acquire competencies in working with students with special educational

needs, creating an adapted learning environment, applying assistive technologies, and conducting pedagogical activities based on a differentiated approach. Therefore, the process of developing inclusive competencies must be organized under specific pedagogical conditions and didactic principles.

From a pedagogical perspective, the concept of “principle” refers to the fundamental rule, direction, and methodological approach applied in organizing and managing a pedagogical process. Didactic principles serve as the theoretical foundation that determines the content, methods, forms, and tools of the educational process. Inclusive education principles, in turn, aim to create equal learning opportunities for all students by taking into account their individual abilities, needs, and rights [6].

Pedagogical conditions related to the digital learning environment also play a crucial role in the development of inclusive competencies. In particular, compliance of electronic platforms with accessibility requirements, the possibility of working with screen reader software, availability of audio descriptions, subtitles, Braille interfaces, and multimodal resources ensure inclusivity in the learning process. Therefore, it is necessary to introduce special courses and modules based on digital inclusive pedagogy in the training of prospective teachers [10]. In the context of inclusive and digital education, accessibility means that any person, including those with disabilities or special needs, can use information, services, buildings, or digital resources without barriers. For example, if a website can be read by visually impaired individuals using a screen reader, if text can be enlarged, if subtitles or audio versions are available, and if navigation is possible via keyboard as well as mouse, then it meets accessibility standards. The importance of accessibility in inclusive education lies in the fact that it is one of the fundamental conditions, making educational materials equal and convenient for everyone.

The following didactic principles are essential in the process of developing inclusive competencies:

1. **Recognition of inclusive education** – Every individual’s right to quality education must be acknowledged and supported by society. This principle fosters inclusive thinking and social justice among prospective teachers [4].

2. **Openness of inclusive education for all** – Education must be equally accessible to all children regardless of territorial, social, or physical conditions. This is particularly important for children living in rural areas and those with special needs.

3. **Connection and creation of a supportive environment** – Inclusive educational institutions must ensure that physical and digital infrastructure is adapted for all learners. This includes ramps, special technical tools, adaptive software, and accessibility features of digital platforms.

4. **Decentralized management** – Organizing inclusive education requires consideration of local needs and regional opportunities. This principle helps prospective teachers develop flexible pedagogical competencies.

5. **Comprehensive approach** – Inclusive education should not only focus on a child’s disability but also address personal development, social adaptation, career orientation, and psychological needs. Collaboration among teachers, psychologists, defectologists, and parents is essential.

6. **Flexibility** – Educational programs, methods, and digital resources must be adapted to students’ individual abilities. Adaptive platforms and personalized learning paths are particularly significant in the digital learning environment.

7. **Professionalism** – Teachers engaged in inclusive education must possess high professional and methodological preparedness. Prospective teachers should regularly improve their qualifications in special pedagogy, digital technologies, and the use of assistive tools.

Thus, the development of inclusive competencies among prospective teachers requires a well-organized educational environment from pedagogical, didactic, and technological perspectives. The effectiveness of forming inclusive competencies in the digital learning environment depends on the proper creation of pedagogical conditions, the implementation of modern didactic principles, and the level of application of assistive technologies.

Currently, the development of inclusive competencies of prospective teachers in the digital learning environment is one of the most urgent directions of pedagogical education. Inclusive education is aimed at ensuring equal learning rights for all students, including children with special educational needs, where the professional preparedness of teachers plays a decisive role [11].

Therefore, creating the necessary pedagogical conditions and adhering to didactic principles are crucial for shaping and developing inclusive competencies in prospective teachers.

The content of inclusive competencies of prospective teachers is manifested, first of all, in their understanding of the essence of inclusive education, knowledge of the psychophysiological characteristics of children with special needs, and their tolerant and humane attitude towards them. At the same time, teachers must acquire the foundations of special pedagogy, correctional pedagogy, typhlopedagogy, surdopedagogy, and speech therapy [12].

Conclusion. In conclusion, creating the necessary pedagogical conditions and adhering to didactic principles enhances the professional preparedness of prospective teachers in developing inclusive competencies. The digital learning environment, in turn, serves to organize this process more effectively, flexibly, and innovatively.

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