

O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
GULISTON DAVLAT UNIVERSITETI



**“IQLIM O‘ZGARISHI, GEOEKOLOGIK MUAMMOLAR
VA TABIIY MUHITNI MUHOFAZA QILISHDA GAT
TEXNOLOGIYALARIDAN FOYDALANISH”
MAVZUSIDAGI**

XALQARO ILMIY-AMALIY ANJUMAN

MATERIALLARI TO‘PLAMI

2025-yil 20-21-May

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“Iqlim o‘zgarishi, geoeologik muammolar va tabiiy muhitni muhofaza qilishda GAT texnologiyalaridan foydalanish” mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari to‘plami. Guliston davlat universiteti.

Ushbu to‘plam Global iqlim sharoitida tabiiy va rekreatsion resurslardan foydalanishda GAT texnologiyalarining ahamiyati. Iqlim o‘zgarishi fonida oziq-ovqat xavfsizligi: muammo, yechim va takliflar. Geoeologik va geografik tadqiqotlar hamda ularning nazariy va amaliy masalalari. Atrof muhitni asrashda ta’limning roli: ekologik ta’lim va tarbiyaning ilmiy amaliy ahamiyati. Yashil iqtisodiyot, innovatsion yondashuvlar, fan va ishlab chiqarish integratsiyasi masalalari ko‘rib chiqiladi.

Konferensiyadan ko‘zlangan maqsad iqlim o‘zgarishiga moslashish bo‘yicha chora-tadbirlar ustuvorligini belgilash va moslashish mexanizmlarini ishlab chiqish bo‘yicha yondashuvlar va imkoniyatlarni taqdim etish, shu bo‘yicha geoeologik muammolar va tabiiy muhitni muhofaza qilishda GAT texnologiyalaridan foydalanish shuningdek, Milliy moslashish rejalarini tayyorlashda olingan saboqlar bo‘yicha Markaziy Osiyo davlatlarining xabardorligini oshirishdan iborat.

To‘plamga oliy o‘quv yurtlarida atrof-muhit muhofazasi muammolari bo‘yicha ilmiy izlanishlar olib borayotgan professor-o‘qituvchilar, doktorantlar, tadqiqotchilar, vazirlik, qo‘mita va turli mulkchilik shaklidagi korxona va tashkilotlarning yetakchi mutaxassislari, magistr va talabalarning ilmiy izlanishlari natijalari kiritilgan. Shuningdek, xalqaro ilmiy-amaliy anjuman to‘plamidagi materiallarning mazmuni, undagi statistik ma’lumotlar va keltirilgan me’yoriy-huquqiy hujjatlarning haqqoniyligi, tanqidiy fikr mulohazalar va takliflarga muallifning o‘zlari mas’uldirlar.

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TECHNOLOGIES FOR DEVELOPING STUDENTS' INCLUSIVE PREPAREDNESS BASED ON A COMPETENCY-BASED APPROACH IN THE PROCESS OF PEDAGOGICAL HIGHER EDUCATION

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Annotation This article examines the theoretical foundations of developing inclusive preparedness of future teachers in higher pedagogical education through a competency-based approach. It substantiates the necessity of using modern technologies aimed at building sustainable competencies in inclusive education, taking into account the individual, social, and psychological needs of learners. The paper presents methodological and technological recommendations based on both international and national experiences.

Keywords: inclusive education, competency-based approach, teacher training, innovative technologies, professional competencies

Introduction. The modern education system guarantees that every individual has access to quality education based on equal opportunities. From this perspective, inclusive education is becoming one of the core directions of contemporary pedagogy. Today, the number of children with disabilities or those who require social or psychological support is increasing in educational institutions. This reality demands that teachers possess not only subject-specific methodology but also be socially and psychologically prepared, reflective, empathetic, and socially sensitive. Therefore, preparing future teachers for inclusive education has become a pressing issue in the process of higher pedagogical education. Especially when this preparation is organized systematically on the basis of a competency-based approach, it ensures the development of specialists who are ready to work in inclusive environments.

In modern education, the principle of inclusion is grounded in human rights, social equity, and pedagogical justice. According to the recommendations of the World Health Organization (WHO), the United Nations, and UNESCO, creating an inclusive environment at all levels of education for persons with

disabilities and those with special educational needs has become a key priority in educational policy.

In Uzbekistan, significant legal and institutional frameworks have also been established in this regard. Notably: the Law of the Republic of Uzbekistan “On the Rights of Persons with Disabilities” (June 15, 2021); the Law “On Education” (new edition, September 23, 2020); and the Cabinet of Ministers Resolution “On the Implementation and Development of Inclusive Education” (February 22, 2022). On the basis of these documents, higher pedagogical education institutions are tasked with training teachers who are ready for inclusive teaching.

In this preparation, the competency-based approach plays a critical role, encompassing not only knowledge, but also readiness for professional activity, a system of values, reflection, and psychological adaptability.

Theoretical Foundations. The competency-based approach in the modern education system focuses not only on the teacher's knowledge but also on the professional actions that are manifested as a result of their activities. Raven (2002) defines competency as a person's readiness to make independent decisions and carry them out in their professional activities. The competency-based approach, which emerged in pedagogy and psychology in the second half of the 20th century, is now considered one of the main criteria for educational quality. Competency is not only knowledge but also the ability to apply it in practice, solve problems, communicate, and engage in self-awareness and development, encompassing skills and personal qualities. In the research of scholars such as Zimnyaya (2004), Khutorskoy (2005), and Slastenin (2008), the following elements are particularly highlighted as part of professional competence:

- A set of knowledge (cognitive component)
- Ability to apply knowledge in practice (practical component)
- Motivational and ethical approach (axiological component)

Inclusive preparation includes not only special pedagogy but also communicative, diagnostic, and adaptive psychological approaches. According to Hoffmann (2009), educators working in an inclusive environment should have a profound understanding of the principles of social justice and equality.

Technologies for Developing Inclusive Preparedness Based on a Competency-Based Approach

The main technologies that can be applied in the preparation of future teachers include the following

a) Case Study Technology – Developing decision-making skills in an inclusive environment through the analysis of real-life situations.

b) Reflective Pedagogy – Managing professional growth through the analysis and evaluation of one's own activities.

c) Emotional Intelligence (EQ) Development Training – Developing empathy, tolerance, and social sensitivity.

d) Simulation and Role-Playing – Enhancing communication skills with students who have special educational needs.

e) Portfolio Technology – Monitoring professional growth through documenting personal achievements.

Methodological Model and Suggestions The model for inclusive preparation of future educators can be implemented in the following stages:

Theoretical Preparation: Concept of inclusive education, legislation, and principles.

Practical Preparation: Observational and participatory practice in special education institutions and inclusive schools.

Reflection and Analysis: Individual portfolios, reflective tasks, and mutual analysis.

Assessment: Identifying professional competence through formative and summative assessment tools.

Literature Review. Uzbek scholars are also conducting scientific research in the fields of inclusive education, pedagogical preparation, and competency-based approaches. In particular, Prof. M.Q. Rakhmatullayeva's work "Pedagogical Competence: Content and Formation Technologies" (Tashkent, 2019) provides a deep analysis of the components of a teacher's professional competence. Prof. I.S. Ibragimov's monograph "Inclusive Education: Theory and Practice" (2020) discusses the legal, methodological, and cultural aspects of creating an inclusive environment in Uzbekistan. In textbooks prepared by Prof. B.X. Turgunov, methodological recommendations are given for developing communicative and reflective skills in the professional preparation of future teachers. These works clearly show the contribution of Uzbek scholars to the development of inclusive education and pedagogical preparation.

Alongside international scholars such as Raven, Hoffmann, Zimnyaya, Vygotsky, and Bandura, Uzbek pedagogues are actively involved in the development of modern technologies that meet contemporary educational requirements. Vygotsky L.S. (1978), through his "Zone of Proximal Development" theory, substantiated the social nature of individual development. According to him, a child's development requires the help of others (teachers, peers). This approach demonstrates how critical the role of the teacher is in an inclusive environment. According to Bandura A. (1986), in his "Social Learning Theory", people learn by observing the behaviors of others. This model underlines the positive influence of healthy peers on children with disabilities in inclusive classrooms.

In conclusion, inclusive preparation relies on competency-based approaches, personalized learning, psychological adaptation, and reflective

teaching principles. These approaches are scientifically grounded, enriched with both national and international experience, and feasible for practical application. Inclusive education is being shaped in accordance with the social, psychological, and ethical dimensions of the modern education system. The importance of methodologies developed on the basis of modern technologies and competency-based approaches for the development of competencies in future teachers, preparing them for such an environment, is unparalleled. The technologies proposed in the article not only promote pedagogical preparation but also advance the ideas of social equality, justice, and humanism. Therefore, it is advisable to systematically substantiate inclusive preparation in pedagogical higher education institutions, apply foreign experiences, and integrate it with practice.

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GEOGRAFIYA FANI YO'NALISHIDAGI EKOLOGIK TA'LIM-TARBIYANING ILMIY AHAMIYATI

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Annotatsiya: Ushbu maqolada kelajak avlodlarga geografiya fani yo'nalishidagi ekologik ta'lim-tarbiyaning ilmiy va amaliy ahamiyati haqida so'z boradi.

Kalit so'zlar: ekologik bilimlar, "inson-jamiyat-tabiat", geoekologiya, landshaft ekologiyasi, biogeotsenologiya ekologik yondashuv, ekologik ta'lim va tarbiya.

Kishilik jamiyati va tabiat bir butunlikni tashkil etadi. Jamiyat rivojlangan sari insonni tabiatga ta'siri ortib boradi. Tabiiy omillar bilan antropogen omillar o'zaro uyg'unlashib tabiiy landshaftlarni o'miga antropogen landshaftlar vujudga keladi. O'zgartirilgan tabiiy muhit, landshaftlarga inson aralashib