



The Leadership Role And Decision-Making Processes Of School Management In Promoting Inclusion

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Abstract

In contemporary global education systems, the inclusive approach is recognized as a leading principle. The concept of "inclusiveness in education," promoted by UNESCO and other international organizations, emphasizes that no child should be left behind in the educational process and that their individual needs, capabilities, and unique characteristics must be considered. Inclusive education refers to a system in which children with disabilities, differences in psychophysical development, or disadvantaged socio-economic conditions are educated alongside their peers within a unified learning environment. In Uzbekistan, significant legal frameworks have been established in recent years to implement and promote inclusive education, including Presidential Decree No. PQ-4860, the Law "On Education," and the 2021-2025 Strategy for the Development of Inclusive Education. However, achieving genuine inclusivity requires not only legislative measures but also profound changes in pedagogical practice and in the relationships between schools and families. In this context, the inclusive competence of school leadership is of particular importance. Inclusive competence encompasses a teacher's ability to work effectively with students of diverse needs, a socially tolerant stance, and the ability to create a safe and supportive learning environment through appropriate didactic and communicative approaches. Moreover, inclusive education demands active parental involvement as equal partners in the process. Constructive collaboration between teachers and parents plays a crucial role in implementing inclusivity in practice, involving shared decision-making, adaptation of pedagogical strategies, and trust-based communication. Modern pedagogical research shows that in an inclusive environment, the teacher acts not only as an educator but also as a coordinator, advisor, mediator, and supporter, which requires a high level of professional competence and collaboration skills.

Keywords

Inclusive education, inclusive competence, teacher-parent collaboration, pedagogical strategies, Uzbekistan education policy, UNESCO, educational inclusivity, professional development, safe learning environment, legislative framework.

Introduction

Today, an inclusive approach is recognized as a leading principle in the world education system. The concept of "inclusion in education", put forward by UNESCO and other international organizations, emphasizes that no child should be left behind in the educational process, their individual needs, capabilities and specific features should be taken into account. Inclusive education implies that children with disabilities, differences in psychophysical development or

living in socially disadvantaged conditions receive education in a single educational environment, without being separated from other peers.

In the Republic of Uzbekistan, important legal and regulatory frameworks have been created in recent years for the introduction and development of inclusive education. In particular, through documents such as the Presidential Decree No. PQ-4860, the Law "On Education", and the Strategy for the Development of Inclusive Education in 2021-2025, the right of every child to education is practically ensured. However, for the education system to be truly inclusive, not only legislation but also pedagogical practice and the relationship between school and family require profound changes.

It is at this point that the inclusive competence of school leadership deserves special attention. Inclusive competence is a teacher's ability to work effectively with students with diverse needs, a social position based on tolerance, and a set of didactic and communicative approaches aimed at creating a comfortable and safe learning environment for each child. This competence has become an important direction of modern pedagogical education, which should be aimed not only at the student, but also at the social environment directly related to him - that is, at parents. In the process of inclusive education, the uniqueness and knowledge of the teacher is not enough - parents must also participate in this process as active and equal subjects. That is why constructive cooperation between teachers and parents is one of the main factors in implementing the principles of inclusion in practice. Constructive cooperation is not only an exchange of experience in learning and supporting the child, but also a means of joint decision-making regarding the child's development, adaptation of pedagogical strategies and mutual trusting communication.

Modern pedagogical research shows that in inclusive education, the teacher performs the role of not only a teacher, but also a coordinator, advisor, mediator, and supporter. For the successful fulfillment of these roles, not only the teacher's professional qualifications but also the ability to communicate with parents, understand their feelings, support them, and direct them towards common goals are of great importance.

The competency-based approach to pedagogy emerged in Western Europe in the late 1960s and became a powerful impetus for the development of innovative activities of educational institutions.

The research of a number of scientists plays an important role in the scientific interpretation of the concepts of competence and competence. Linguist Noam Chomsky, in his work "Aspects of the Theory of Syntax", defined competence as the level of knowledge of a person's native language, scientifically substantiated that this knowledge is latent and is manifested only in the process of practical application - through competence [5]. John Raven in his work "Competence in Modern Society" identified 37 types of competence. Among them are such skills as independent learning, seeking and effectively using feedback, solving complex problems, critical thinking and self-control [3]. Nina Kuzmina [4], Aelita Markova [7] created methodological developments to direct the educational process towards the formation of the necessary competencies and proposed effective methods for their implementation in practice. Valo Hutmacher developed the concept of "key competencies" [8] and divided them into such types as political and social, related to living in a multicultural society, communicative, functioning in an information society, and the ability to engage in lifelong learning. [Scheme 1]



Key Competencies

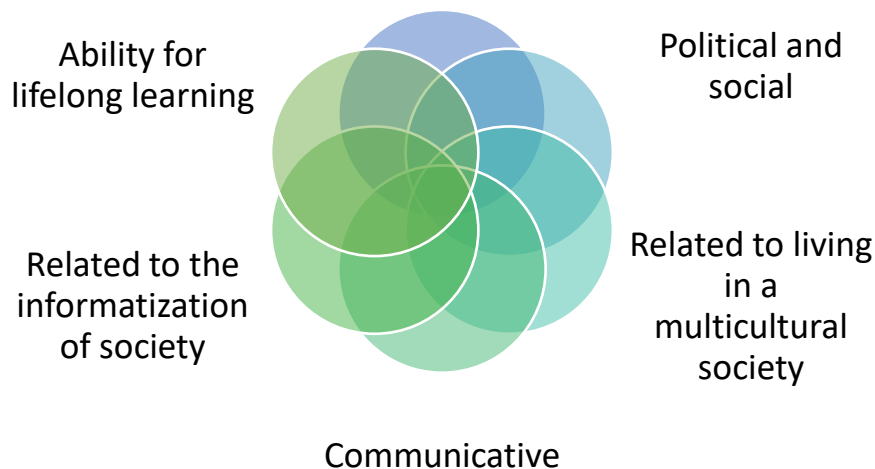


Figure 1

Marina Amelkina, on the other hand, noted that the competency-based approach in school education has been put into practice through the organization of specialized classes, the formation of individual education of students, and their orientation to the profession.[9]

The need to introduce a competency-based approach to education is associated with a number of factors, the most important of which are:

- Globalization, changes in the structure of economic markets, technological development and, as a result, an increased need for specialists who are able and willing to work in changing conditions and non-standard situations;
- New requirements for learners and educators: flexibility, readiness to effectively perform professional activities at the beginning of their careers, readiness for lifelong learning;
- Integration and internationalization of European education systems;
- Development of non-institutional segments of the educational services market;
- Institutional and structural changes in the education system, namely processes that have led to the abandonment of outcome-oriented, subject-based teaching, the increasing importance of non-formal education, the possibility of integrating traditional education, vocational and practical training;
- The popularization of education, the expansion of social and age boundaries;
- Dissatisfaction of employers and society with the quality of education, especially with the quality of training of specialists by higher educational institutions and teachers.

This article analyzes the methodological foundations, effective strategies, and real-life practices for fostering collaboration between teachers and parents in the context of inclusive education. It also objectively examines how a teacher, within the framework of inclusive competence, can establish interaction with parents, what problems may arise in this process, and ways to address them.

A high-level competence corresponds to a key competence - a system of knowledge, skills and universal properties that are perceived by the individual consciousness, embodied in subjective

experience (i.e., "lived experience"), have a personal content. This competence can be used in various pedagogical activities to solve life-critical tasks.

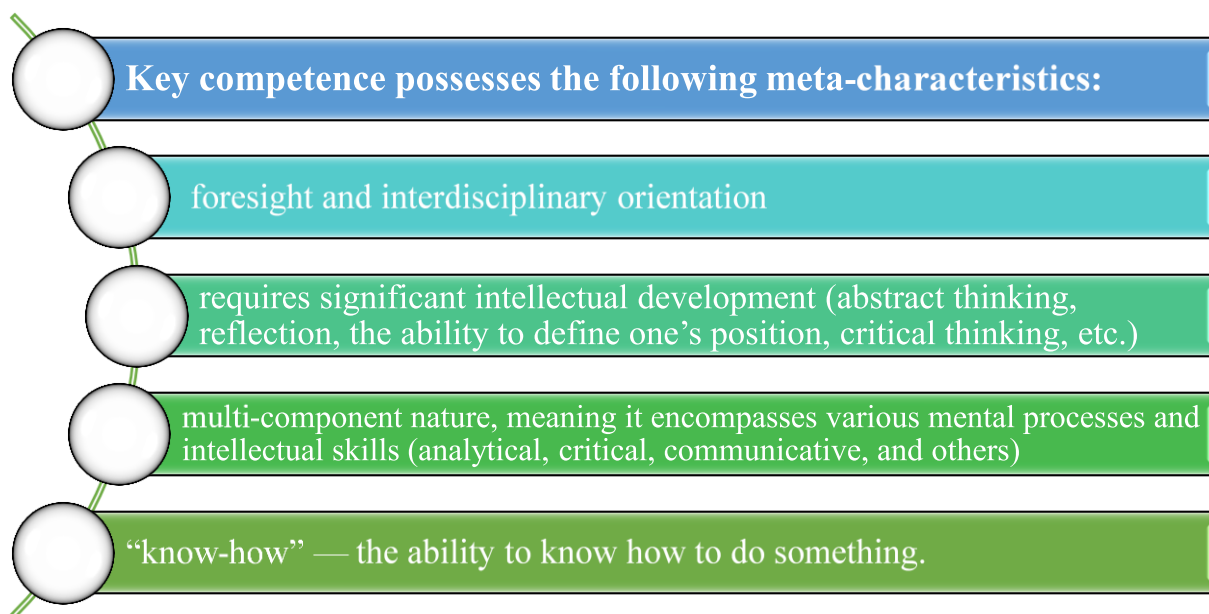


Figure 2. Characteristics of Key Competence

AV Khutorskoy associates key competencies with the field of meta-interdisciplinary education, into which he introduces an integral description of the teacher, that is, he sees the teacher as "the ability to involve the student in pedagogical activity, to perform intellectual operations on pedagogical objects (concepts, phenomena and processes)".

There is a minimum set of commonly recognized competencies in Europe, which includes five key competency groups for the learner subject:

1. political and social;
2. concerning living in a multicultural society;
3. oral and written communication skills;
4. related to life in an information society;
5. related to the need for lifelong learning in the context of professional and social activities.

VN Vvedensky sees key competencies as a general level relevant for all teachers and defines it as the basis for basic professional competencies. The author proposes a three-level hierarchy of competencies (general, specific and specific levels) and is based on BF Lomov's general classification of abilities (intellectual and educational mechanisms associated with the main functions of mental activity in the pedagogical activity). VN Vvedensky includes communicative, systematic, informational competence among the basic competencies.

Undoubtedly, there is an opposite (but often inevitable) pole of professionalism in the formation of key competencies - this is low pedagogical training, methodological uncertainty, lack of professional interest, low level of motivation and pedagogical inclination.

According to the authors, it is general (key, universal, transferable) competencies that are one of the most important aspects that determine the content of education.

2. The content of the professional activity of a teacher in inclusive education

According to AM Zmyukov, when implementing inclusive education, special requirements are formed for teachers. They are as follows:

1. willingness to work with children with a wide range of learning needs;
2. openness to new knowledge and skills;
3. updating the criteria and methodologies for assessing educational achievements;
4. sensitivity to the behavior of children with disabilities.

Specific aspects of the professional activity of a teacher in inclusive education:

1. Diagnostics based on identifying the individual educational needs and capabilities of each child are used to select and structure educational material.
2. The educational process is planned based on the recommendations of the Children with Disabilities (CWD) group. These recommendations are formulated taking into account the child's capabilities, educational needs and developmental dynamics, as well as various pedagogical methods.
3. Organization of activities in various formats (lessons, consultations, creative projects, etc.), taking into account the multi-stage and multi-directional nature of pedagogical actions, individual educational needs and types of disabilities of students.
4. The design of the educational and material base of the educational process involves the involvement of a wide range of special means: special didactic tools, educational literature, technical equipment, learning environments designed to meet the specific needs of children with disabilities.
5. Involving children with disabilities in various forms of educational activities (group, collective, individual), building cooperation and dialogue.
6. Organizing activities aimed at building an inclusive community is based on creating a sense of "acceptance" and "presence" for all children and teachers.
7. Differentiation and formation of educational outcomes, differentiation of the educational field, taking into account the capabilities and educational needs of children with special needs.
8. In an inclusive environment, the role of the teacher changes - he acts as a facilitator and organizer of the educational environment, a support person for children with disabilities. The teacher must know the conditions, tools and methods that ensure inclusion.
9. Develop and implement activities aimed at the socialization of children with disabilities and their adaptation to a changing society.
10. To jointly address educational challenges for children with disabilities and establish social partnerships, with the active involvement of the general public and parents.

In inclusive education, the professional competence of a teacher is not limited to the teaching process alone, but requires a comprehensive and systematic approach. In this process, the knowledge, skills and personal qualities of the teacher work in harmony with each other. Key competencies determine not only the criterion of professional skill, but also the teacher's flexibility, innovative thinking and the ability to develop effective strategies in different situations. A teacher working in an inclusive environment must develop and implement individualized educational paths, implement non-traditional methods of motivating students, develop differential assessment and feedback mechanisms, establish a system of continuous cooperation with parents, and integrate information technologies and special pedagogical tools into their activities. These approaches increase the effectiveness of inclusive education and

ensure that all children have equal opportunities in the educational process. In the process of inclusive education, the professional competence of a teacher is manifested not only as a set of knowledge and skills, but also as a system enriched with such qualities as humanity, patience and flexibility. The formation of key competencies allows the teacher to deeply analyze the capabilities of each student, adapt the educational process, apply innovative approaches and develop social cooperation. Therefore, a modern teacher should strive for regular self-development, be open to innovations and conduct multifunctional professional activities. To make this process more effective, it is recommended to establish regular advanced training courses for teachers, create platforms for systematic cooperation with parents, update methodological manuals and the resource base, strengthen the psychological support system, and establish a regular monitoring system for the development of inclusion. All this will serve to fully ensure the rights and interests of children with disabilities and special educational needs and to widely develop a culture of inclusive education.

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