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METHODS OF ENHANCING TEACHERS' CAPACITY FOR DEVELOPING INCLUSIVE EDUCATION IN PRESCHOOL SETTINGS: A SPIRAL CAPACITY MODEL

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Annotatsiya. Maqolada maktabgacha ta'limda inklyuziv ta'limni rivojlantirish uchun pedagoglar salohiyatini tizimli oshirish usullari tahlil qilinadi. Kuzatish, birgalikda rejalashtirish, amaliyot va refleksiyani takrorlanuvchi sikl sifatida birlashtiradigan beshta usuldan iborat «Spiral salohiyat modeli» taklif etiladi.

Kalit so'zlar: inklyuziv ta'lim, maktabgacha ta'lim, pedagoglar salohiyati, malaka oshirish, o'z samaradorligiga ishonch, kouching, hamkorlikda o'qitish.

Аннотация. В статье анализируются методы системного повышения профессиональной компетентности педагогов для развития инклюзивного образования в дошкольных организациях. Предлагается «Спиральная модель развития компетентности», объединяющая пять методов в повторяющийся цикл наблюдения, совместного планирования, практики и рефлексии.

Ключевые слова: инклюзивное образование, дошкольное образование, компетентность педагогов, повышение квалификации, самоэффективность, коучинг, совместное обучение.

Annotation. The article examines methods of systematically enhancing preschool teachers' capacity for inclusive education. It proposes the "Spiral Capacity Model", which links five methods into a repeating cycle of observation, joint planning, practice and reflection.

Keywords: inclusive education, early childhood education, teacher capacity, professional development, self-efficacy, instructional coaching, collaborative learning.

Introduction. Inclusive education in early childhood rests on the principle that every child has the right to learn and play alongside peers in the same setting [1]. In Uzbekistan this principle is supported by the Law "On Education" [2]. Legislation creates the framework, but the quality of inclusion is decided daily in the group room, in a teacher's choices about space, activities, communication and relationships. Many professional development programmes, however, remain short, lecture-based and detached from real groups: a teacher completes a course on "children with special educational needs" and returns to a classroom where nothing has changed. The purpose of this article is to substantiate a practical approach that treats capacity not as a single course but as a **continuous spiral of learning embedded in the workplace**.

Main part. Four ideas underpin the approach. Bandura's theory holds that people act on what they believe they can do; a teacher who doubts the ability to support a child with additional needs tends to avoid or delegate the task [3]. Vygotsky's zone of proximal development applies to adults as well: teachers progress faster when a more experienced colleague supports them at the edge of their competence [4]. Desimone identifies content focus, active learning, coherence, sufficient duration and collective participation as core features of effective professional development [5]. Guskey adds that training should be judged by changes in practice and in children's outcomes, not by participants'

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satisfaction [6]. Current practice often falls short of these features: seminars are one-off, attention is placed on diagnoses rather than on participation, responsibility is left to a single specialist, families are rarely involved, and teachers lack tools that make their growth visible.

The proposed Spiral Capacity Model consists of five methods repeated in termly cycles; each cycle raises the level of complexity.

Method 1. Inclusive Competence Portfolio. Each teacher keeps a short portfolio built on the competence areas of the European Agency's Profile of Inclusive Teachers: valuing learner diversity, supporting all learners, working with others and personal professional development [7]. It records strengths, one priority goal per term, examples of adapted activities and brief reflections.

Method 2. Micro-coaching with video self-review. Meta-analytic evidence shows that teacher coaching improves instruction [8]. A coach and the teacher choose one small skill, for example giving a visual cue before a transition. The teacher records a five-minute segment, reviews it and discusses it in a short supportive conversation.

Method 3. Inclusive lesson study. Teachers plan a play-based activity together, one delivers it while others observe how particular children participate, and the plan is then revised [9]. Observation is directed at children's participation and peer interaction rather than at the teacher's performance.

Method 4. Family-informed learning. Parents share short child profiles and strategies that work at home, which positions families as partners whose knowledge complements that of specialists.

Method 5. Communities of practice with rotating mentors. Groups of three to five teachers meet monthly to solve concrete problems. The mentor role rotates by topic, so every teacher is at times a learner and at times an expert.

Scientific novelty. The novelty lies in (1) integrating five usually separate methods into one workplace-based cycle; (2) targeting a single observable inclusive skill in each coaching and lesson-study cycle, which makes change measurable and prevents overload; (3) using children's participation, alongside teachers' self-efficacy [10], as the indicator of success; (4) building family knowledge formally into teachers' learning; and (5) rotating mentoring roles to sustain collegial equality. The model is a conceptual proposal and should be tested empirically through self-efficacy scores before and after a cycle, structured classroom observations and records of children's participation.

Conclusion. Teachers' capacity for inclusion grows when learning is continuous, practical, collaborative and connected to the real children in their group. The Spiral Capacity Model unites individual reflection, expert support, peer learning and family partnership, and offers preschools a realistic path from inclusive intentions to inclusive everyday practice.

Recommendations. It is recommended to:

1) replace one-off seminars with term-long professional learning cycles that include classroom practice and follow-up;
2) introduce an Inclusive Competence Portfolio for every preschool teacher;
3) train internal coaches from among experienced teachers and allocate time for observation and feedback;
4) organise inclusive lesson study in each institution at least once per term;
5) pilot the model in several preschools, evaluate it with self-efficacy, observation and participation indicators, and then scale it up.

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