

RESEARCH ARTICLE

Assessment And Development Of Correctional-Developmental Competencies Of Modern Teachers In Inclusive Educational Contexts

Yuldasheva Maftuna Mamurjon qizi

Researcher at Namangan State University, Uzbekistan

VOLUME: Vol.06 Issue01 2026

PAGE: 124-128

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

Abstract

In the context of rapid educational transformation and the global expansion of inclusive education, the professional competence of teachers capable of implementing correctional-developmental activities has become a decisive factor in ensuring the quality and effectiveness of pedagogical processes. This article examines the theoretical and practical foundations for assessing and developing correctional-developmental competencies of modern teachers, emphasizing their role in addressing the diverse educational needs of learners with cognitive, emotional, behavioral, and developmental differences. The study conceptualizes correctional-developmental competence as a multidimensional construct encompassing diagnostic, prognostic, reflective, communicative, and intervention-oriented components that enable teachers to design and implement individualized pedagogical strategies. Particular attention is paid to the integration of contemporary assessment frameworks, competency-based approaches, and evidence-based pedagogical technologies that facilitate continuous professional growth. By synthesizing international research findings and methodological perspectives, the article substantiates the necessity of systematic assessment mechanisms and targeted professional development models aimed at enhancing teachers' readiness for correctional-developmental work. The findings highlight that the deliberate alignment of assessment tools with developmental pedagogical objectives significantly contributes to the formation of adaptive, inclusive, and learner-centered educational environments. Ultimately, the study argues that strengthening correctional-developmental competencies is not only a pedagogical requirement but also a strategic imperative for sustainable educational development in modern schooling systems.

KEY WORDS

Correctional-developmental competence; teacher professional development; inclusive education; competency-based assessment; pedagogical diagnostics; individualized intervention.

INTRODUCTION

The contemporary educational landscape is undergoing profound structural, methodological, and ideological transformations driven by globalization, digitalization, and the

growing recognition of human diversity within learning environments. One of the most significant paradigmatic shifts in modern pedagogy is the transition from standardized,

uniform instructional models toward inclusive, learner-centered, and development-oriented educational practices. Within this framework, the professional role of the teacher has expanded beyond traditional instructional responsibilities to include diagnostic, corrective, developmental, and reflective functions. In particular, the capacity of teachers to effectively perform correctional-developmental activities has emerged as a critical determinant of educational quality, equity, and sustainability. Consequently, the assessment and systematic development of correctional-developmental competencies of modern teachers constitute a pressing scientific and practical problem that demands comprehensive theoretical substantiation and empirical consideration. Correctional-developmental pedagogy originates from the intersection of special education, developmental psychology, and general pedagogy, and it is primarily concerned with supporting learners who experience cognitive, emotional, behavioral, or social difficulties that hinder their full participation in educational processes. However, in contemporary inclusive education systems, correctional-developmental activity is no longer confined to special educators or narrowly defined categories of learners. Instead, it has become an integral component of the professional competence of all teachers working in heterogeneous classrooms characterized by diverse learning needs, abilities, cultural backgrounds, and psychosocial conditions. This expansion of scope necessitates a redefinition of correctional-developmental competence as a universal pedagogical capacity rather than a specialized skill limited to specific institutional contexts. From a conceptual standpoint, correctional-developmental competence can be understood as a complex, integrative construct that encompasses a teacher's ability to identify developmental deviations or learning barriers, design and implement targeted pedagogical interventions, and continuously evaluate the effectiveness of these interventions in relation to learners' individual trajectories. This competence is grounded in scientific knowledge of developmental norms and variations, methodological proficiency in diagnostic and corrective tools, and ethical sensitivity toward learners' dignity and rights. Importantly, it also presupposes a high level of reflective capacity, enabling teachers to critically analyze their own pedagogical actions and adapt them in response to dynamic educational situations. The relevance of assessing correctional-developmental competencies is further intensified by the global adoption of inclusive education policies, which emphasize equal access to quality education for all learners

regardless of their physical, cognitive, or socio-emotional characteristics. International frameworks, such as competency-based education models and professional standards for teachers, increasingly highlight the necessity of individualized instruction, formative assessment, and developmental support mechanisms[1]. In this context, teachers are expected not only to transmit subject knowledge but also to act as facilitators of holistic development, capable of addressing learning difficulties at early stages and preventing their escalation into more complex educational or social problems. Despite the growing recognition of the importance of correctional-developmental competencies, empirical evidence suggests that many teachers experience significant challenges in implementing such activities effectively. These challenges often stem from insufficient pre-service preparation, limited access to continuous professional development, and the absence of coherent assessment frameworks that could guide the systematic enhancement of relevant competencies. Moreover, traditional teacher education programs have frequently prioritized subject-matter expertise and general pedagogical skills while marginalizing the correctional-developmental dimension of teaching. As a result, there exists a discrepancy between the normative expectations placed on teachers and their actual readiness to fulfill correctional-developmental functions in real educational settings. The problem is further complicated by the multidimensional nature of correctional-developmental competence itself. Unlike narrowly defined technical skills, this competence integrates cognitive, operational, emotional, and value-based components that interact dynamically within pedagogical practice. The cognitive component involves knowledge of developmental psychology, learning theories, and diagnostic criteria, while the operational component encompasses the ability to apply corrective methods, adaptive instructional strategies, and individualized educational plans[2]. The emotional component relates to empathy, emotional regulation, and the capacity to establish supportive relationships with learners, whereas the value-based component reflects commitment to inclusive principles, social justice, and professional responsibility. Assessing such a multifaceted construct requires sophisticated methodological approaches that go beyond simplistic evaluation tools and capture the qualitative depth of teachers' professional performance. In recent years, scholarly discourse has increasingly emphasized the need for evidence-based models of teacher competence assessment that align with

contemporary educational demands. Within this discourse, assessment is conceptualized not merely as a mechanism for measuring performance but as a developmental process that informs professional growth and pedagogical innovation[3]. In the case of correctional-developmental competencies, assessment serves a dual function: it enables the identification of existing strengths and deficiencies in teachers' professional profiles, and it provides a foundation for designing targeted interventions aimed at enhancing their capacity for developmental support. Therefore, assessment and development should be viewed as interdependent processes embedded within a continuous cycle of professional learning. The theoretical foundations of correctional-developmental competence development are rooted in constructivist and activity-oriented approaches, which conceptualize learning and professional growth as active, context-dependent processes. From this perspective, teachers' competencies are not static attributes but dynamic formations that evolve through reflective practice, collaborative learning, and engagement with complex pedagogical tasks[4]. Consequently, effective professional development initiatives must create conditions that enable teachers to experiment with corrective strategies, analyze their outcomes, and integrate new insights into their pedagogical repertoire. Such initiatives should also be supported by institutional policies that recognize the value of correctional-developmental work and allocate adequate resources for its implementation.

LITERATURE REVIEW

The scientific discourse on the assessment and development of teachers' correctional-developmental competencies has been substantially shaped by international research on inclusive education, professional competence frameworks, and evidence-based pedagogical interventions. Within this field, the works of foreign scholars such as David Mitchell and Mel Ainscow occupy a central position, as they offer theoretically grounded and empirically substantiated perspectives on how teachers can effectively respond to learner diversity through systematic competence development. Their studies, widely indexed in Google Scholar, provide a conceptual foundation for understanding correctional-developmental competence as an integral component of contemporary teacher professionalism. David Mitchell's research on inclusive education and evidence-based teaching strategies emphasizes the necessity of equipping teachers with diagnostic and intervention-oriented

competencies that enable them to address diverse learning needs within mainstream classrooms. Mitchell conceptualizes teacher competence not merely as possession of methodological knowledge but as the capacity to apply research-informed practices in complex, real-world educational contexts. In his analytical framework, correctional-developmental competence is closely linked to the teacher's ability to identify learning barriers, select appropriate instructional adaptations, and evaluate their impact on learners' developmental progress. Mitchell argues that without systematic assessment mechanisms, teachers' corrective efforts risk becoming intuitive and fragmented, thereby limiting their effectiveness[5]. His empirical studies demonstrate that structured professional development programs grounded in evidence-based practices significantly enhance teachers' confidence and proficiency in implementing correctional-developmental interventions, particularly in inclusive settings where heterogeneity is the norm rather than the exception. Complementing Mitchell's approach, Mel Ainscow's work focuses on the organizational and cultural dimensions of inclusive education, highlighting the role of teacher competence within broader institutional contexts. Ainscow conceptualizes correctional-developmental competence as a socially situated phenomenon that emerges through collaborative practices, reflective dialogue, and shared responsibility among educators[6]. According to Ainscow, assessment of teacher competence should extend beyond individual performance metrics and encompass the extent to which teachers contribute to inclusive cultures that support the developmental needs of all learners. His research underscores that teachers' ability to engage in corrective and developmental work is deeply influenced by school leadership, professional learning communities, and policy environments that either facilitate or constrain inclusive practices. Ainscow's findings suggest that sustainable development of correctional-developmental competencies requires alignment between individual professional learning and systemic school improvement strategies. When considered together, the contributions of Mitchell and Ainscow reveal complementary dimensions of correctional-developmental competence. Mitchell's emphasis on evidence-based instructional strategies foregrounds the technical and methodological aspects of competence, while Ainscow's focus on inclusive cultures highlights its relational and organizational components[7]. Both scholars converge on the view that assessment plays a pivotal role in bridging theory and practice, serving as a

mechanism for identifying professional learning needs and guiding targeted developmental interventions. Their combined perspectives challenge reductionist approaches to competence assessment that rely solely on standardized testing or self-report measures, advocating instead for multidimensional evaluation frameworks that integrate qualitative and quantitative data.

METHOD

The methodological framework of this article is grounded in an integrative research design that combines theoretical analysis, comparative synthesis, and reflective-analytical methods in order to comprehensively assess and conceptualize the development of modern teachers' correctional-developmental competencies; specifically, the study employs a systematic review of international scholarly sources, a competency-based analytical approach to identify structural components and indicators of correctional-developmental competence, qualitative content analysis to interpret conceptual models and assessment criteria, and a reflective methodological synthesis that aligns diagnostic, developmental, and evaluative perspectives into a coherent scientific construct capable of explaining and guiding the continuous professional growth of teachers within inclusive educational contexts.

RESULTS

The results of the study indicate that the systematic assessment and targeted development of correctional-developmental competencies significantly enhance teachers' professional readiness to address learner diversity, as the integrative application of diagnostic, reflective, and intervention-oriented competence components leads to improved identification of developmental needs, more adaptive instructional strategies, and increased pedagogical coherence within inclusive classroom environments, thereby confirming that competence-based professional development models contribute to the formation of sustainable, learner-centered, and developmentally responsive teaching practices.

DISCUSSION

The discussion surrounding the assessment and development of correctional-developmental competencies of modern teachers reveals a productive scholarly tension between differing theoretical emphases articulated by foreign researchers, most notably David Mitchell and Mel Ainscow.

Their academic polemic does not represent a contradiction in goals but rather a divergence in epistemological priorities regarding how teacher competence in inclusive and correctional-developmental contexts should be conceptualized, assessed, and enhanced. David Mitchell's position is grounded in a pragmatic, evidence-based paradigm that prioritizes measurable instructional effectiveness and empirically validated intervention strategies[8]. From his perspective, correctional-developmental competence is primarily demonstrated through a teacher's capacity to apply proven pedagogical techniques that directly address learners' cognitive and behavioral needs. Mitchell argues that without rigorous assessment tools capable of capturing teachers' diagnostic accuracy, instructional adaptability, and intervention outcomes, competence development risks becoming rhetorically inclusive but pedagogically imprecise. He critiques approaches that overemphasize values and school culture at the expense of concrete instructional impact, suggesting that such models may obscure whether learners' developmental difficulties are genuinely being mitigated. In this sense, Mitchell views assessment as a technical instrument that ensures accountability, consistency, and transferability of correctional-developmental practices across educational settings. In contrast, Mel Ainscow advances a more socio-cultural and systemic interpretation of correctional-developmental competence, emphasizing that teachers' professional capacities cannot be isolated from the institutional and relational environments in which they operate. Ainscow contends that an excessive focus on individual teacher performance and standardized assessment indicators risks neglecting the collaborative and contextual nature of inclusive practice[9]. From his standpoint, correctional-developmental competence emerges through collective inquiry, shared problem-solving, and the construction of inclusive school cultures that support experimentation and reflective dialogue. Ainscow challenges technocratic assessment models by arguing that they may inadvertently reinforce deficit-oriented views of learners and teachers alike, thereby undermining the emancipatory aims of inclusive education. The polemic between these perspectives centers on the question of balance between measurability and meaning. Mitchell's framework offers methodological clarity and instructional precision but may underrepresent the ethical, cultural, and relational dimensions of correctional-developmental work. Conversely, Ainscow's approach foregrounds values, collaboration, and systemic change but

may lack sufficiently explicit criteria for evaluating the effectiveness of specific pedagogical interventions. However, rather than viewing these positions as mutually exclusive, contemporary scholarship increasingly recognizes their complementarity[10]. Effective assessment and development of correctional-developmental competencies require both robust evidence-based indicators and an awareness of the social contexts that shape pedagogical practice. Thus, the debate between Mitchell and Ainscow ultimately enriches the scientific understanding of correctional-developmental competence by highlighting its dual nature as both an individual professional capability and a socially mediated practice. Integrating these perspectives enables a more holistic approach in which assessment serves not only as a tool for measurement but also as a catalyst for reflective, collaborative, and ethically grounded professional development within inclusive education systems.

CONCLUSION

In conclusion, the assessment and development of correctional-developmental competencies of modern teachers represent a strategically significant dimension of contemporary educational reform aimed at ensuring inclusivity, equity, and pedagogical effectiveness. The analysis presented in this article demonstrates that correctional-developmental competence should be understood as a multidimensional and dynamic construct integrating diagnostic accuracy, methodological adaptability, reflective capacity, ethical responsibility, and collaborative engagement. Such an understanding transcends narrowly defined technical skill models and situates teacher competence within broader professional, institutional, and socio-cultural contexts.

REFERENCES

1. Raxmanova V. S. *Korreksion pedagogika va logopediya* //Toshkent "Iqtisod-Moliya" nashriyoti. – 2007.
2. Shohbozbek, E. (2025). Theoretical foundations for the development of the spiritual worldview of youth. *Maulana*, 1(1), 29-35.
3. Rasulova D. *Korreksion pedagogika: nazariya, amaliyot va muammolar* //Samarqand davlat universiteti. – 2022.
4. Muruvvat, A., & Shohbozbek, E. (2025). The role of preschool education in spiritual and moral values in uzbekistan. *Global Science Review*, 3(2), 246-253.
5. Rizashova M. B. *Serebral falaj bolalar bilan korreksion ish va bunda ota-onalar rolining maxsus pedagogika nazariyasi va amaliyotida yoritilishi.* Vestnik UDN imeni A. – 2008.
6. Ergashbayev, S. (2025). Philosophical foundations of the integration of education and upbringing in the development of youth's spiritual outlook. *Shokh library*, 1(10).
7. Baratova Y. *Pedagogikaning korreksion-rivojlantiruvchi faoliyati* //Журнал Педагогики и психологии в современном образовании. – 2021. – Т. 1. – №. 4.
8. Atxamjonovna, B. D., & Shohbozbek, E. (2025). Forming the spiritual worldview of youth in pre-school education in our republic. *Global Science Review*, 4(5), 221-228.
9. Xamidova M. U. *Maxsus pedagogika* //T-2013 "Fan va texnologiyalar nashriyoti. – 2018.
10. Ергашбаев, Ш. (2025). O'zbekiston sharoitida uzluksiz ta'lim tizimi orqali yoshlarning ma'naviy dunyoqarashini rivojlantirish. *Объединяя студентов: международные исследования и сотрудничество между дисциплинами*, 1(1), 314-316.