

**FORMATION OF COMPETENCE OF NATIVE LANGUAGE  
TEACHERS IN WORKING WITH STUDENTS WITH DYSLEXIA IN  
AN INCLUSIVE EDUCATION ENVIRONMENT**

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**Annotatsiya.** *Maqolada inkluziv ta'lim sharoitida ona tili o'qituvchilarining disleksiyasi bor o'quvchilar bilan samarali ishlash kompetensiyasini shakllantirishning nazariy asoslari va amaliy jihatlari tahlil qilingan. Tadqiqotda zamonaviy adabiyotlar tahlili asosida o'qituvchilarning kasbiy tayyorgarligining asosiy komponentlari va ularni rivojlantirishning yo'nalishlari aniqlangan.*

**Kalit so'zlar:** *inkluziv ta'lim, disleksiya, o'qituvchi kompetensiyasi, ona tili ta'limi, maxsus ehtiyojlar*

**Аннотация.** *В статье анализируются теоретические основы и практические аспекты формирования компетенции учителей родного языка в работе с учащимися с дислексией в условиях инклюзивного образования. На основе анализа современной литературы определены основные компоненты профессиональной подготовки учителей и направления их развития.*

**Ключевые слова:** *инклюзивное образование, дислексия, компетенция учителя, обучение родному языку, особые образовательные потребности*

**Abstract.** *The article analyzes the theoretical foundations and practical aspects of forming the competence of native language teachers in working with students with dyslexia in an inclusive education environment. Contemporary literature analysis has resulted in the identification of essential components for teachers' professional development and their training requirements.*

**Keywords:** *inclusive education, dyslexia, teacher competence, native language teaching, special educational needs*

**Introduction.** The modern educational system now understands that inclusive education functions as a basic requirement which provides all students equal access to high-quality educational opportunities regardless of their personal traits or learning needs [1]. Research shows that dyslexia stands as the most common specific learning disability which affects reading development because approximately 5-10% of people worldwide experience some type of dyslexic challenges [2]. Teachers need specialized skills which go beyond standard teaching methods because they must teach native language to students with dyslexia in

inclusive classrooms. This requires them to understand dyslexia theory and develop practical abilities for personalized teaching and assistive technology use and inclusive classroom design which supports different student learning styles [3]. Teacher training programs fail to provide essential skills required for supporting dyslexic students in native language instruction because actual teaching practices need to replace theoretical knowledge about inclusive education principles and educational equity rights which multiple countries have established through their legal educational requirements [4].

**Methodology and Literature Review.** The methodological foundation of this research rests upon systematic analysis of contemporary scholarly literature which encompasses international studies about inclusive education and dyslexia pedagogy and teacher competence development. The analytical framework of this research study combines various theoretical frameworks which include competence-based teacher education and the social model of disability used in inclusive education and psycholinguistic reading development theories and dyslexia theories [5]. International research demonstrates that effective teaching methods for students with dyslexia require a multidimensional competence structure which includes cognitive components about dyslexia knowledge and operational components for diagnostic assessment and instructional adaptation and affective components which include positive inclusion attitudes and empathy and dedication to educational equity [6].

Russian educational research demonstrates that defectological knowledge should be taught to all teacher trainees because it forms the essential knowledge base for special education teaching in standard teacher programs [7]. Studies focusing specifically on native language instruction highlight particular challenges inherent in teaching literacy skills to dyslexic students, including their phonological awareness and orthographic processing and reading fluency and written expression difficulties, which require teachers to master specific teaching methods like multisensory structured language instruction and explicit phonics teaching and metacognitive strategy training [8]. Contemporary research on teacher professional development in inclusive education contexts reveals that effective competence formation requires sustained, practice-oriented learning experiences that combine theoretical foundations with classroom application, mentoring support, and ongoing reflection on pedagogical practice, rather than isolated workshop-based training models that demonstrate limited impact on actual classroom implementation [9].

**Results and Discussion.** The comprehensive literature analysis I conducted produced multiple significant results which explain how native language teachers develop their skills to teach dyslexic students in inclusive classrooms. The research evidence shows that teacher competence in this specialized domain needs more than generic inclusive education training because it needs specific preparation which covers both dyslexia linguistic and

cognitive traits and all evidence-based teaching methods that work for dyslexic students and all practical methods which teachers need to use different teaching methods in their mixed ability classrooms while sustaining academic success throughout their student body. The central finding from various studies shows that teachers need to comprehend the phonological core deficit theory of dyslexia because it helps them understand how to teach native language skills to their students. Theoretical knowledge about the Phonological Core Deficit theory of dyslexia helps teachers determine which skills to teach first and which instructional strategies to use and which interventions to implement.

The analysis reveals that effective competence formation programs typically incorporate several essential elements: foundational coursework on reading development and dyslexia characteristics; practical training in administering informal reading assessments and interpreting results to inform instruction; modeling and practice of evidence-based instructional techniques including systematic phonics instruction, multisensory learning activities, and assistive technology integration; opportunities for supervised teaching practice with dyslexic students accompanied by expert feedback; and development of collaborative skills for working with special education professionals, parents, and other stakeholders in supporting student success. However, the literature also illuminates significant barriers to effective competence development, including insufficient time allocated to special education topics within pre-service teacher preparation programs, limited availability of qualified faculty with expertise in both native language pedagogy and dyslexia intervention, inadequate resources for providing authentic practice experiences with dyslexic learners, and systemic challenges in ensuring ongoing professional development opportunities for in-service teachers seeking to enhance their competencies in this area.

**Conclusion.** The formation of specialized competence among native language teachers for effective pedagogical work with students exhibiting dyslexia within inclusive educational environments represents a complex, multifaceted challenge requiring systematic reform of both pre-service teacher preparation and in-service professional development systems. The evidence reviewed demonstrates conclusively that successful competence development necessitates integrated approaches combining theoretical knowledge of dyslexia and evidence-based interventions with sustained opportunities for practical skill development, reflective practice, and ongoing professional learning embedded within authentic classroom contexts. Educational institutions and policy makers must prioritize the allocation of adequate resources, time, and expertise to ensure all native language teachers acquire the essential competencies needed to recognize dyslexic characteristics, implement appropriate instructional modifications, utilize effective

assessment and intervention strategies, and create inclusive learning environments where students with dyslexia can achieve their full potential.

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