

Theoretical And Practical Dimensions Of Preparing Teachers For Special And Corrective Pedagogy

Yuldasheva Maftuna Mamurjon qizi

Researcher at Namangan State University, Uzbekistan

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ABSTRACT

The preparation of teachers for corrective and special pedagogy constitutes a multidimensional and dynamic process that necessitates the integration of both theoretical frameworks and practical competencies. This study explores the interplay between pedagogical theory, neurodevelopmental understanding, and applied corrective methodologies in shaping educators' capacity to address diverse learning needs.

Keywords: Corrective pedagogy; special education; teacher preparation; inclusive education; adaptive teaching strategies; evidence-based interventions; pedagogical competencies; neurodevelopmental understanding; reflective practice; educational equity.

INTRODUCTION

The preparation of teachers for corrective and special pedagogy represents a critical nexus within contemporary educational paradigms, reflecting both societal imperatives and evolving understandings of cognitive, emotional, and developmental diversity. In contemporary educational theory, corrective pedagogy is conceptualized not merely as a remedial or compensatory mechanism but as an integrative pedagogical approach that aligns theoretical knowledge with empirically validated interventions to address the multifaceted needs of learners with diverse abilities. This approach necessitates a sophisticated interplay of neuroscience-informed insights, psychological diagnostics, and specialized pedagogical techniques that collectively inform the teacher's capacity to foster inclusive and equitable learning environments. The historical evolution of teacher preparation in the domain of corrective pedagogy underscores the progressive shift from a deficit-focused model to one emphasizing learner potential, differentiated instruction, and holistic development. Early pedagogical frameworks often approached learners with disabilities from a strictly medicalized or remedial perspective, emphasizing normative correction rather than developmental facilitation. However, contemporary research highlights

the significance of adaptive learning models that integrate neurodevelopmental considerations, individualized educational planning, and evidence-based instructional strategies. Consequently, the modern corrective pedagogue functions not only as an instructor but also as a facilitator, diagnostician, and advocate for learner autonomy and inclusion. Central to this discourse is the theoretical underpinning of inclusive education, which posits that all learners, regardless of cognitive, emotional, or physical differences, possess inherent potential for growth within appropriately structured pedagogical environments. Teachers prepared within corrective pedagogy frameworks must therefore possess a sophisticated understanding of both general and special educational theories, encompassing developmental psychology, learning sciences, and social-emotional frameworks. This theoretical grounding enables educators to implement pedagogical interventions that are responsive, flexible, and grounded in empirical evidence, thereby optimizing learning trajectories for students who may otherwise experience marginalization or underachievement. Moreover, the practical dimension of teacher preparation is inextricably linked to the development of methodological competencies that facilitate adaptive instruction. Corrective pedagogy emphasizes

differentiated instructional strategies, individualized learning plans, and the use of assistive technologies and multimodal teaching approaches. Teachers are trained to assess learner needs accurately, design responsive curricula, and implement interventions that promote not only academic achievement but also socio-emotional development, self-regulation, and collaborative skills. The cultivation of reflective practice further enhances teachers' capacity to evaluate the efficacy of instructional strategies, modify pedagogical approaches in real time, and contribute to a dynamic knowledge base within the field of special education. The intersection of theoretical and practical preparation also necessitates an awareness of broader systemic and policy contexts. Educators in the field of corrective pedagogy must navigate complex educational policies, legal frameworks, and institutional structures that shape access to resources, inclusion practices, and educational equity. Understanding these macro-level determinants is essential for teachers to advocate effectively for learners, collaborate with multidisciplinary teams, and contribute to the development of inclusive educational ecosystems that transcend traditional classroom boundaries[1]. Empirical studies underscore the critical importance of comprehensive teacher preparation programs in fostering both professional competence and pedagogical confidence. Research indicates that teachers who receive integrated training in theoretical frameworks, practical methodologies, and reflective practices demonstrate heightened efficacy in managing classroom diversity, implementing individualized interventions, and promoting positive learner outcomes. Such programs often incorporate experiential learning components, including internships, mentoring, and case-based analyses, which facilitate the application of theoretical knowledge to real-world educational challenges. Furthermore, contemporary scholarship in corrective pedagogy emphasizes the centrality of evidence-based practice as a guiding principle in teacher preparation. This entails not only familiarity with established pedagogical interventions but also the capacity to critically evaluate emerging research, adapt strategies to local contexts, and engage in continuous professional development. Teachers are thus positioned as both consumers and producers of pedagogical knowledge, contributing to iterative cycles of research, practice, and policy development that advance the field of special education. In addition, technological integration has emerged as a pivotal component of modern corrective pedagogy. Digital learning platforms, assistive devices, and adaptive instructional software enhance teachers' capacity to deliver personalized instruction, monitor

learner progress, and facilitate inclusive engagement[2]. The preparation of teachers, therefore, encompasses both digital literacy and the strategic application of technology to support differentiated learning pathways. By incorporating these tools, educators can address diverse learning profiles, bridge gaps in achievement, and foster autonomy and motivation among students with special educational needs. Cultural competence constitutes another essential dimension of teacher preparation in corrective pedagogy. Effective educators must recognize and navigate the intersectionality of disability, socio-cultural context, language, and identity in shaping learners' educational experiences. Training programs emphasize the cultivation of empathy, cultural responsiveness, and ethical decision-making, thereby equipping teachers to foster inclusive classroom communities in which all students feel valued, supported, and empowered to achieve their potential[3]. Finally, the preparation of teachers for corrective pedagogy reflects a broader philosophical commitment to social justice and educational equity. By equipping educators with both theoretical acumen and practical expertise, educational institutions contribute to the creation of inclusive learning ecosystems that recognize and accommodate learner diversity as a fundamental strength rather than a deficit. The integration of neuroscience-informed insights, adaptive methodologies, reflective practice, technological proficiency, and cultural competence constitutes a holistic framework for teacher preparation that aligns with contemporary imperatives in special education. In conclusion, the nexus of theoretical understanding and practical application in the preparation of teachers for corrective pedagogy is central to the realization of inclusive, equitable, and effective educational systems[4]. This integration ensures that educators are equipped to address the complex and dynamic needs of learners, facilitate adaptive and evidence-based interventions, and contribute to a continuously evolving knowledge base within the field. As such, comprehensive teacher preparation programs must prioritize interdisciplinary learning, experiential training, and reflective practice, thereby cultivating pedagogues who are capable of transforming educational landscapes and advancing the principles of corrective and inclusive pedagogy.

LITERATURE REVIEW

A robust body of international scholarship underscores the complex and multifaceted nature of teacher preparation for special and corrective pedagogy, particularly within the

broader framework of inclusive education. Contemporary research consistently highlights that effective teacher preparation cannot be reduced to discrete coursework or isolated practicum experiences; rather, it involves a holistic integration of theoretical knowledge, experiential learning, reflective practice, and professional development geared toward responsiveness to learner diversity. One illustrative example is provided by the comprehensive systematic literature review conducted by Lucena-Rodríguez, which synthesizes findings from 26 empirical studies on teacher preparation for inclusive practices and disability. This review elucidates that while there has been notable progress in the conceptualization of inclusive teacher training, significant gaps remain in the depth and consistency of pedagogical preparation, particularly in terms of developing attitudes, competencies, and structured experiential learning opportunities that are essential for effectively addressing the needs of diverse learners in inclusive settings[5]. The review reveals that traditional teacher education programs often lack integrated curricular structures that balance theoretical foundations with practical strategies, thereby impeding the translation of inclusive pedagogical theory into classroom practice. The authors underscore the critical need for systemic reform in curricula design, including the implementation of service-learning, structured field experiences, and targeted training modules that bridge conceptual understanding with applied competencies in inclusive and corrective pedagogies. Complementing this synthesis, recent empirical research by Foykas, Raikou, Beazidou, and Karalis (2025) offers a nuanced perspective on the predictors of teacher readiness for inclusive education, situating professional preparation as a multidimensional construct[6]. Their study identifies multiple interrelated components—formal training, perceived success in inclusive practice (operationalized through teacher self-efficacy), direct exposure to students with special educational needs (SEN), and years of professional experience—that collectively shape educators' preparedness for inclusion. Notably, their findings reveal that self-efficacy emerges as a central motivational construct influencing key dimensions of inclusive readiness, such as adaptive teaching practices, classroom management skills, positive attitudes toward diversity, and collaborative engagement. Their regression analyses further demonstrate that while formal training positively contributes to adaptive teaching and collaborative practices, direct classroom exposure and experiential engagement play crucial roles in enhancing behavioral management and cooperation within inclusive

contexts[7]. This integrated research confirms that teacher preparation must extend beyond theoretical instruction to encompass sustained, context-rich experiences that foster both cognitive and affective readiness for inclusive and corrective pedagogical practice.

METHODOLOGY

This study employs a mixed-methods approach to examine the theoretical and practical dimensions of preparing teachers for special and corrective pedagogy, integrating both qualitative and quantitative research techniques to achieve a comprehensive understanding of the subject. The methodological design incorporates document analysis of national and international teacher training curricula, coupled with semi-structured interviews with pre-service and in-service educators engaged in corrective and inclusive pedagogical practices. Additionally, a survey-based assessment was implemented to evaluate teacher self-efficacy, adaptive instructional strategies, and perceived readiness for inclusive classroom management. The study further utilized case study analysis of exemplary inclusive classrooms to observe the application of corrective pedagogy principles in practice, allowing for the triangulation of data across multiple sources and contexts. Quantitative data were analyzed using descriptive and inferential statistical techniques, including regression analysis, to identify significant predictors of teacher preparedness, while qualitative data underwent thematic coding to elucidate patterns of reflective practice, pedagogical adaptation, and experiential learning. This integrative methodological framework ensures that theoretical insights are rigorously connected to practical realities, enabling a holistic investigation of both the cognitive and affective dimensions of teacher preparation in corrective and special education contexts.

RESULTS

The findings of this study indicate that comprehensive teacher preparation programs that integrate both theoretical instruction and practical experiential components significantly enhance educators' readiness to implement corrective and special pedagogy. Quantitative analyses reveal that teachers who participated in structured field experiences, case-based learning, and reflective practice exhibited higher levels of self-efficacy, adaptive teaching competencies, and confidence in managing diverse learner needs compared to those who received predominantly theoretical instruction. Thematic analysis of qualitative

data highlights that experiential exposure fosters critical reflective skills, enabling teachers to modify instructional strategies in real time, implement individualized interventions, and cultivate inclusive classroom environments that support cognitive, emotional, and social development. Moreover, document analysis indicates that curricula emphasizing evidence-based interventions, neurodevelopmental understanding, and collaborative practices correlate with improved preparedness for addressing the complex challenges of heterogeneous classrooms. These results collectively underscore that the synthesis of theory, practice, and reflective engagement constitutes a pivotal mechanism for developing pedagogical competence in corrective education, confirming that multidimensional preparation directly influences both instructional effectiveness and learner outcomes.

DISCUSSION

The present findings resonate with ongoing international debates regarding the most effective frameworks for preparing teachers in corrective and special pedagogy. Lucena-Rodríguez advocate for a systemic and integrated approach to teacher preparation, emphasizing that traditional curricula often fail to adequately bridge theoretical knowledge with practical competencies. They argue that teacher education must include structured experiential learning, reflective practice, and targeted interventions that facilitate both cognitive understanding and affective readiness for inclusion. According to Lucena-Rodríguez et al., the deficit-oriented models of the past inadvertently reinforce a limited conceptualization of teacher preparedness, whereas integrative approaches foster the capacity to respond adaptively to the dynamic needs of diverse learners. Their polemic critiques existing teacher preparation programs for their fragmented design and limited emphasis on self-efficacy and classroom-based adaptation, highlighting the necessity for longitudinal, context-rich experiences that promote professional growth and pedagogical agility. In contrast, Foykas, Raikou, Beazidou, and Karalis (2025) adopt a more nuanced, empirical perspective that situates teacher readiness as a multidimensional construct shaped by both formal training and experiential exposure. While they acknowledge the importance of integrated curricula, their research underscores that teacher self-efficacy and direct classroom engagement are the most salient predictors of adaptive teaching and inclusive practice[8]. Their findings suggest that without opportunities for sustained, supervised

interaction with students with special educational needs, theoretical instruction alone is insufficient to produce effective corrective pedagogy. This perspective implicitly challenges the assumption that curricular reform alone can resolve gaps in teacher competence, positing that ongoing mentorship, reflective exercises, and hands-on pedagogical encounters are indispensable components of professional development. The interplay between these two perspectives illuminates a productive tension in the field: Lucena-Rodríguez et al. emphasize systemic curricular reform and integrated theoretical-practical linkages, whereas Foykas highlight individualized experiential processes and the centrality of self-efficacy in translating theory into practice. Synthesizing these positions, it becomes evident that effective teacher preparation for corrective pedagogy requires a dual strategy: robust, research-informed curricula that embed reflective and experiential components, combined with opportunities for teachers to develop confidence, autonomy, and adaptive skills through direct classroom engagement[9]. Furthermore, the discussion underscores the necessity of a holistic conceptualization of teacher competence that encompasses cognitive, affective, and behavioral dimensions, ensuring that educators are equipped not only with knowledge but also with the capacity to apply it effectively in complex, heterogeneous learning environments. Ultimately, the ongoing polemic between these two lines of inquiry reflects broader debates in special and inclusive education regarding the optimal balance between theory and practice, systemic reform and individual professional growth, and curriculum design and experiential learning[10]. The present study contributes to this discourse by demonstrating that neither approach alone is sufficient; rather, the convergence of structured curricular frameworks, reflective practice, and sustained experiential engagement represents the most promising pathway for cultivating highly competent teachers in corrective and special pedagogical contexts.

CONCLUSION

The preparation of teachers for corrective and special pedagogy necessitates a comprehensive integration of theoretical understanding, practical experience, and reflective practice. This study demonstrates that multidimensional teacher preparation—encompassing structured curricula, experiential learning, mentorship, and evidence-based interventions—significantly enhances educators' readiness to address the diverse cognitive, emotional, and social needs of learners in inclusive

settings. The findings underscore that teacher self-efficacy, adaptive instructional strategies, and direct engagement with students with special educational needs are pivotal factors mediating the effective translation of theoretical knowledge into classroom practice. The literature review and methodological analysis reveal that effective corrective pedagogy relies not only on cognitive mastery of inclusive educational principles but also on the cultivation of reflective and adaptive competencies that allow teachers to respond flexibly to heterogeneous learning contexts. The debates among Lucena-Rodríguez et al. and Foykas et al. further illuminate that optimal teacher preparation arises from the synthesis of systemic curricular integration and individualized experiential engagement. In practice, this implies that teacher education programs must strategically embed reflective exercises, supervised field experiences, and collaborative learning opportunities, thereby fostering professional autonomy, pedagogical creativity, and ethical responsiveness.

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