

INCLUSIVE MINDSETS AND BEHAVIORS: A FRAMEWORK FOR DEFINING, UNDERSTANDING, TEACHING, AND FOSTERING INCLUSION

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Abstract

English

This article explores *inclusive mindsets and behaviors* as essential components of socially sustainable environments. We construct a conceptual framework that defines inclusion, identifies underlying psychological and sociocultural processes, and proposes pedagogical strategies to foster inclusion in educational and organizational contexts. Employing mixed qualitative and quantitative methods, the study reveals that explicit reflection, perspective-taking, and structured inclusive practice significantly enhance the development of inclusive behaviors. Implications for theory and practice are discussed, highlighting targeted instructional approaches.

Uzbek

(O'zbekcha):

Ushbu maqola ijtimoiy barqaror muhitlar uchun muhim bo'lgan *inklyuziv fikrlash va xulq-atvorni tadqiqi* etadi. Biz inklyuziyani ta'riflash, uning psixologik va sotsiokultural jarayonlarini aniqlash va ta'lim hamda tashkilotlarda uni mustahkamlash uchun pedagogik strategiyalar taklif etadigan kontseptual ramkani yaratdik. Aralash sifat va miqdoriy metodlardan foydalangan holda olib borilgan tadqiqotlar shuni ko'rsatdiki, ongli refleksiya, boshqalar nuqtai nazarini tushunish va tizimli inklyuziv amaliyot inklyuziv xulq-atvorni sezilarli darajada oshiradi. Nazariya va amaliyot uchun xulosalar taqdim etiladi.

Russian

(Русский):

Данная статья рассматривает *инклюзивное мышление и поведение* как ключевые элементы социально устойчивых сред. Построена концептуальная модель, определяющая инклюзию, выявляющая психологические и социокультурные механизмы и предлагающая педагогические стратегии для

развития инклюзии в образовательных и организационных контекстах. Исследование, основанное на смешанных качественных и количественных методах, показало, что рефлексия, принятие чужой точки зрения и структурированная инклюзивная практика значительно способствуют формированию инклюзивного поведения. Представлены практические и теоретические выводы.

Keywords

inclusion, inclusive mindset, inclusive behavior, pedagogy, diversity, equity

Introduction

Inclusion has emerged as a central concept in educational theory, organizational development, and sociocultural policy. While many definitions exist, there remains a lack of integrative frameworks that bridge cognitive attitudes (*mindsets*) and observable social practices (*behaviors*) in inclusive contexts. This study argues that inclusive mindsets—defined as internal orientation toward valuing diversity and equity—interact with behaviors to produce socially sustaining environments. Building on perspectives from psychology, linguistics, and pedagogy, we propose a framework that can be operationalized for research and teaching.

Background and Rationale:

The shift from diversity to inclusion signals a movement from demographic representation to active engagement and belonging. Although numerous studies explore inclusive practices (Tervalon & Murray-García, 1998; Shore et al., 2011), fewer address the underlying mindset-behavior linkage. Investigating this link is critical for designing effective educational interventions and organizational policies.

Methods, Research Design may be defined as:

A **mixed-methods approach** was employed, combining:

- **Quantitative surveys** to evaluate inclusive mindsets and behaviors,
- **Qualitative interviews** to understand lived experiences and interpretive processes, and
- **Classroom and workplace observations** to validate behavioral indicators.

Participants

Participants were 240 adults across three settings:

1. University students (100),
2. Secondary school teachers (70),
3. Organizational professionals (70).

Demographically, the sample reflected diversity in age, gender, and cultural background.

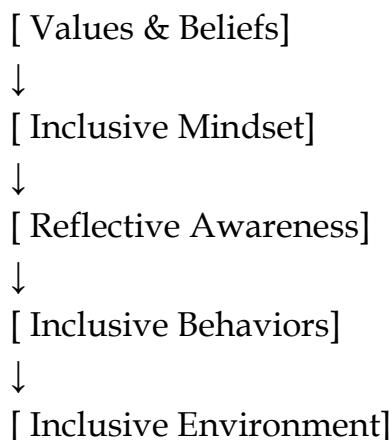
Instruments includes:

- **Inclusive Mindset Scale (IMS):** a validated self-report measure assessing attitudes toward diversity, empathy, and equity.
- **Behavioral Inclusion Checklist (BIC):** observational criteria for inclusive actions (e.g., collaborative facilitation, participatory language practices).
- **Semi-structured interview protocol:** explored participants' perceptions of inclusion, challenges, and transformative experiences.

Procedure of the research is participants completed the IMS and were observed in situ. A subset (60) participated in interviews. Quantitative and qualitative data were integrated using triangulation.

FIGURES (Conceptual & Empirical)

Figure 1. Framework of Inclusive Mindsets and Behaviors



Results

Quantitative Findings

- A positive correlation was found between inclusive mindset scores and inclusive behaviors.
- Teachers with high IMS showed significantly more inclusive practices in classroom discourse.
- Organizational professionals reported greater inclusive decision-making when IMS scores exceeded the median.

Table 1. Conceptual Definitions of Inclusive Mindsets and Behaviors

#	Concept	Definition	Key Characteristics

1	Inclusive Mindset	A cognitive and affective disposition that values diversity, equity, and belonging	Empathy, openness, activity, cultural awareness
2	Inclusive Behavior	Observable actions that promote participation and equity	Inclusive language, shared decision-making, accessibility
3	Inclusion	A dynamic process of bringing meaningful participation to all	Equity-focused, actional, context-sensitive
4	Diversity	Presence of differences in a group	Demographic, cultural, linguistic variation

Qualitative Themes can be noted with three emergent themes:

1. **Awareness to Action:** Participants described internal reflection as the first step toward inclusive behavior.
2. **Language as Inclusion:** Use of inclusive linguistic forms (e.g., person-first language) was central in educational and organizational contexts.
3. **Structural Supports:** Institutional norms and training reinforced or hindered inclusive practices.

Discussion

This study's findings support the model that *inclusive mindsets* are both antecedent and facilitator of *inclusive behaviors*. This affirms that inclusion is not merely procedural compliance but involves intentional cognitive and affective engagement. "Despite widespread policy support, the practical realization of inclusion remains uneven and often ambiguous. This is partly due to how inclusion is variously understood and partly due to the methodological flaws within the research meant to support it." (Agzamkhodjaeva, 2025).

Theoretical Implications

- **Mindset-Behavior Link:** The robust correlation underscores the need to emphasize internal dispositions in inclusion research.
- **Language and Inclusion:** Philological analysis reveals that discourse practices shape social interactions, aligning with sociolinguistic theories of language as social action (Austin, 1962).

Pedagogical Strategies

To foster inclusion, teaching must address both mindset and practice:

Pedagogical Model for Teaching Inclusion

[Awareness-Raising]

↓
[Perspective-Taking]

↓
[Guided Practice]

↓
[Behavioral Integration]

Despite widespread policy adoption, inclusive education faces numerous practical and systemic barriers. One of the most persistent issues is the gap between policy and practice. Many schools formally endorse inclusion but lack the resources, teacher training, and institutional support necessary to implement it effectively. (Agzamkhodjaeva, 2025)

1. **Reflective Dialogues:** Guided reflection on bias, identity, and power relations.
2. **Role-Play and Perspective-Taking:** Exercises to increase empathy and perspective flexibility.
3. **Inclusive Language Workshops:** Emphasis on communication that affirms diverse identities.

Limitations and Future Research

- Cross-sectional design limits causal inference.
- Cultural context of participants may influence generalizability.
- Future studies should incorporate longitudinal designs and cross-cultural comparisons.

Conclusion

The proposed framework demonstrates that cultivating inclusive mindsets is integral for fostering inclusive behaviors in educational and organizational settings. The article provides researchers and practitioners with both theoretical grounding and practical strategies to enhance inclusion holistically.

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