

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF INCLUSIVE EDUCATION: CONCEPTUAL APPROACHES, STUDENT CHARACTERISTICS AND INNOVATIVE PEDAGOGY

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Abstract. This extended scientific article covers the formation of inclusive education, its theoretical and methodological foundations, historical stages, psychological and pedagogical characteristics of students with special educational needs, and the scientific foundations of innovative approaches that need to be applied to the inclusive education process. The article provides an in-depth analysis based on modern global pedagogical research, educational reforms in Uzbekistan, theories of special pedagogy and differential psychology. The importance of inclusive education for the education system, its philosophical, social and psychological criteria, student support mechanisms, and methodological foundations for adapting the educational process are scientifically covered.

Keywords: inclusive education, special needs, integration, social model, psychological and pedagogical characteristics, innovative approaches, UDL model, differentiated education, educational strategies.

ТЕОРЕТИЧЕСКИЕ И МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ: КОНЦЕПТУАЛЬНЫЕ ПОДХОДЫ, ХАРАКТЕРИСТИКИ УЧАЩИХСЯ И ИННОВАЦИОННАЯ ПЕДАГОГИКА

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Аннотация. В данной расширенной научной статье рассматриваются вопросы становления инклюзивного образования, его теоретико-методологические основы, исторические этапы, психолого-педагогические

особенности учащихся с особыми образовательными потребностями, а также научные основы инновационных подходов, которые необходимо применять в процессе инклюзивного образования. В статье представлен глубокий анализ, основанный на современных мировых педагогических исследованиях, образовательных реформах в Узбекистане, теориях специальной педагогики и дифференциальной психологии. Научно освещены значение инклюзивного образования для системы образования, его философские и социально-психологические критерии, механизмы поддержки учащихся, методические основы адаптации образовательного процесса.

Ключевые слова: инклюзивное образование, особые потребности, интеграция, социальная модель, психолого-педагогические характеристики, инновационные подходы, модель УДО, дифференцированное обучение, образовательные стратегии.

The idea of inclusive education is being formed inextricably linked to today's globalization, human capital development policies, democratic values, and the humanistic paradigm of education. Its theoretical and methodological foundations are based on the integration of many scientific fields, such as psychology, pedagogy, special pedagogy, sociology, social philosophy, neuropsychology, and differential education. In this sense, it would be correct to interpret inclusive education not only as a matter of children with special educational needs, but also as a process of making the educational environment convenient, flexible, and providing equal opportunities for all students. The development of science shows that the formation of inclusive education is based on a deep understanding of the nature of human development and the appropriate design of the pedagogical process.¹ The concept of inclusive education has historically undergone an evolutionary process in terms of its content and essence. Until the middle of the 20th century, children with disabilities were educated separately in special boarding schools, but later approaches based on the idea of "integration" emerged. The integration model involved adapting the student to the existing education system, and in many cases the educational process did not sufficiently meet their needs. Therefore, starting in the 1990s, the international pedagogical community began to move towards the concept of "inclusion". The adoption of the Salamanca Declaration in 1994 made inclusive education a priority of world education policy. This document recognized inclusion as the main mechanism for creating equal opportunities for all members of society. The modern inclusive education model is directly related to the concept of person-centered education, constructivism, Vygotsky's sociocultural approach,

activity theory, the paradigm of social justice, and the interpretation of disability based on the social model. The methodological basis of inclusive education is determined by the laws of development of the student's personality, the dynamics of his cognitive processes and the mechanisms of social interaction. Vygotsky's theory of the "zone of proximal development" serves as a methodological basis for determining the level of support for the student in teaching. Researchers note that in an inclusive environment, the student's motivation, social activity, speech communication and self-management skills are formed at a much higher rate.

Working with students with special educational needs is a central component of inclusive education, and their psychological and pedagogical characteristics require a thorough analysis. These students may have a slow rate of development of cognitive processes, a slowdown in reaction to instructions and speech activity, decreased emotional stability, scattered attention, insufficient memory, and difficulty in social communication. However, scientific sources emphasize that these students can achieve a high level of social adaptation and cognitive growth in an adapted educational environment. In this regard, comprehensive pedagogical diagnostics, the creation of an individual development program, an assessment of the initial psychological state, and the complex use of practical exercises that develop intuition, perception, memory, thinking, and speech are necessary. Special pedagogical research shows that the successful development of these students is closely related to identifying their strengths, building the learning process around these opportunities, and building positive self-awareness and self-confidence in the student.

Innovative approaches in inclusive education are one of the leading factors in improving the quality of education. Digital technologies allow the creation of electronic educational resources, virtual learning modules, adaptive diagnostics based on artificial intelligence, and multimodal presentations that are adapted to the individual needs of students. The Universal Design for Learning (UDL) model, widely used in inclusive education, is one of the most scientifically based concepts for adapting the learning process, allowing students to receive, process, and express knowledge through different methods⁵. This model involves adapting teaching based on student needs, using multi-channel presentation, tasks of different levels of complexity, multimodal materials, and various strategies for engaging students.

The effectiveness of inclusive education also depends on a multidisciplinary cooperation system. Cooperation between teachers, psychologists, defectologists, speech therapists, deaf and hearing teachers, typhloid educators, as well as parents is important in correctly determining the trajectory of student development. Such

cooperation is interpreted in scientific research as a “multi-component inclusive model”. This model provides a comprehensive approach to the student, integrated methodological support and social adaptation. The methodological foundations of inclusive education are based on such principles as humanizing the pedagogical process, justice, equality, appreciation of diversity, supporting the pace of individual development, and strengthening social adaptation. Large-scale reforms are being implemented in the education system of Uzbekistan based on these principles. The Law "On Support for Persons with Special Educational Needs" strengthened the normative-legal and methodological foundations of inclusive education and made it possible to introduce new approaches to the activities of educational institutions. In conclusion, the theoretical and methodological foundations of inclusive education are a complex system aimed at developing the student's personality, the implementation of which is ensured through innovative approaches, psychological and pedagogical support, digital technologies, adapted programs and multidisciplinary cooperation. The scientific basis of inclusive education is an important factor in improving the quality of the educational process, establishing equality and social justice in society.

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