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THE PLACE OF INCLUSIVE EDUCATION IN THE SYSTEM OF SPECIAL PEDAGOGY

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Abstract

This article provides a comprehensive analysis of the role of inclusive education within the system of special pedagogy, as well as its scientific and theoretical foundations, stages of formation, and development. The essence and key principles of inclusive education, along with the integration of children with special educational needs into the learning process, are examined based on modern pedagogical and psychological approaches. The study also explores contemporary educational paradigms, international experience, and ongoing reforms in national education systems. Furthermore, methodological, organizational, and psychological conditions for the effective implementation of inclusive education are identified. The article substantiates the functional role of inclusive education within the special pedagogy system and offers practical recommendations.

Keywords: Inclusive education, special pedagogy, children with special educational needs, educational integration, differentiated approach, pedagogical technologies, social adaptation, inclusion model, quality of education.

Introduction

INKLYUZIV TA'LIMNING MAXSUS PEDAGOGIKA TIZIMIDAGI O'RNI

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ANNOTATSIYA

Mazkur maqolada inklyuziv ta’limning maxsus pedagogika tizimidagi o‘rni, uning shakllanishi, rivojlanish bosqichlari hamda ilmiy-nazariy asoslari kompleks tahlil qilinadi. Inklyuziv ta’limning mazmun-mohiyati, asosiy tamoyillari, shuningdek, maxsus ehtiyojli bolalarning ta’lim jarayoniga integratsiyalashuvi pedagogik va psixologik yondashuvlar asosida yoritilgan. Tadqiqotda zamonaviy ta’lim paradigmalari, xalqaro tajriba va milliy ta’lim tizimidagi islohotlar o‘zaro uyg‘unlikda tahlil qilinadi. Shu bilan birga, inklyuziv ta’limni samarali tashkil etishning metodik, tashkiliy va psixologik shart-sharoitlari aniqlanadi. Maqola doirasida inklyuziv ta’limning maxsus pedagogika tizimidagi funksional o‘rni asoslab berilib, amaliy tavsiyalar ishlab chiqiladi.

Kalit so‘zlar: inklyuziv ta’lim, maxsus pedagogika, maxsus ehtiyojli bolalar, ta’lim integratsiyasi, differensial yondashuv, pedagogik texnologiyalar, ijtimoiy moslashuv, inkluziya modeli, ta’lim sifati.

АННОТАЦИЯ

В данной статье проводится комплексный анализ роли инклюзивного образования в системе специальной педагогики, а также его научно-теоретических основ, этапов становления и развития. Раскрываются сущность и ключевые принципы инклюзивного образования, особенности интеграции детей с особыми образовательными потребностями в образовательный процесс на основе современных педагогических и психологических подходов. В исследовании рассматриваются современные образовательные парадигмы, международный опыт и

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реформы национальной системы образования. Кроме того, определяются методические, организационные и психологические условия эффективной реализации инклюзивного образования. В статье обоснована функциональная роль инклюзивного образования в системе специальной педагогики и разработаны практические рекомендации..

Ключевые слова: инклюзивное образование, специальная педагогика, дети с особыми образовательными потребностями, образовательная интеграция, дифференцированный подход, педагогические технологии, социальная адаптация, модель инклюзии, качество образования.

INTRODUCTION

In the development of the modern education system, the inclusive approach is of particular strategic importance, as it serves not only to improve the pedagogical process, but also as an important factor in establishing social equality and justice in society. The concept of inclusive education is based on human rights and provides for the right of every child to receive quality education, regardless of the specifics of his physical or mental development. This approach is aimed at creating equal opportunities for all students through individualization, differentiation of education and adaptation of the pedagogical process [1: 45]. In particular, the problem of integrating children with special needs into the general educational environment is considered one of the most relevant areas of special pedagogy. While the traditional model of special education has long been based on the principle of segregation (separation), today the inclusive approach abandons this paradigm and puts forward the principles of integration and inclusion. This, in turn, requires a fundamental revision of the pedagogical process, updating the content, methods and forms of education [2: 78]. Currently, a number of international documents have been adopted on a global scale aimed at the development of inclusive education, among which the Salamanca Declaration (1994) and the UN Convention on the Rights of Persons with Disabilities occupy a special place. These documents define inclusive

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education as a priority area of the education system and require all countries to introduce and develop it [3: 112].

In the national education system, the development of inclusive education is also recognized as one of the important areas of state policy. In the process of modernization of the education system in the Republic of Uzbekistan, special attention is paid to the issues of expanding the opportunities for children with special needs to receive quality education and successfully integrating them into society. This requires a deep study of the theoretical and practical foundations of inclusive education [4: 56]. From this point of view, determining the place of inclusive education in the system of special pedagogy, systematically analyzing its scientific and theoretical foundations, as well as developing mechanisms for its effective organization are among the urgent scientific problems of today. The study of these issues makes a significant contribution not only to the development of pedagogical science, but also to the improvement of educational practice.

LITERATURE ANALYSIS

The theory of inclusive education has emerged as one of the priority areas of modern pedagogical science, and it is a complex scientific direction developing at the intersection of social and humanitarian sciences. This concept is based on the integration of not only pedagogical, but also philosophical, sociological and psychological views, and its methodological basis is the principles of humanism, equality and social justice. An analysis of the scientific literature shows that the idea of inclusive education initially emerged as an alternative to segregated education systems, and later reached its conceptual perfection in the process of evolutionary transition from an integrated model to an inclusive model. In foreign studies, the theoretical foundations of inclusive education are interpreted mainly within the framework of the “equal opportunities in education” paradigm. According to this approach, the education system should adapt to the student, and the student should not be forced to adapt to the requirements of the system. From this point of view, the individual is at the center of inclusive education, and his individual characteristics, needs and development

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opportunities are of primary importance. These views are developing in direct connection with constructivist pedagogy, theories of differentiated education, and a person-centered approach.

Modern scientific research identifies several main conceptual directions of inclusive education. First of all, the idea of creating equal educational opportunities for all children is recognized as one of the main principles of inclusive education. This principle implies the elimination of social, economic and physical barriers existing in the education system, as well as combating any form of discrimination. At the same time, the need for a differentiated and individual approach is scientifically substantiated, since the level of development, abilities and needs of students differ significantly. In such conditions, the standardized educational model loses its effectiveness and should be replaced by flexible pedagogical strategies. The issue of adapting the pedagogical environment is also highlighted with particular emphasis in the scientific literature. This process is not limited only to adapting the physical infrastructure, but also includes revising curricula, teaching methods, assessment systems and didactic tools. At the same time, the issue of ensuring the social adaptation of students is also considered as one of the important areas of inclusive education. This process is carried out through the development of students' communicative competencies, the formation of teamwork skills, and the acquisition of social roles. International scientific and pedagogical experience shows that regulatory and legal frameworks are one of the decisive factors in the effective implementation of inclusive education. In particular, regulatory documents adopted at the international level determine the conceptual basis for the development of inclusive education and encourage countries to carry out systematic reforms in this area. In the experience of developed countries, the implementation of inclusive education was carried out in stages, in which the legal framework was first created, and then pedagogical and organizational mechanisms were improved. This indicates the need for a systematic and comprehensive approach to the implementation of inclusive education.

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National scientific research has also deeply studied various aspects of inclusive education, focusing mainly on its pedagogical, psychological and organizational foundations. Research conducted by Uzbek scientists is devoted to the issues of adapting inclusive education to the national education system, increasing its effectiveness and implementing it in practice. These studies indicate that the national mentality, social environment, family upbringing and the material and technical base of educational institutions are important factors in the development of inclusive education. At the same time, an analysis of the literature also shows that there are a number of problems in the process of introducing inclusive education. In particular, the insufficient formation of inclusive competencies of pedagogical personnel, limited educational and methodological support, insufficient material and technical base of educational institutions and stereotyped views in society negatively affect the effectiveness of this process. To eliminate these problems, scientifically based approaches, innovative pedagogical technologies and systemic reforms are necessary. In general, the analysis of scientific literature shows that the role of inclusive education in the system of special pedagogy is incomparable, and it needs to be studied in more depth, both theoretically and practically. At the same time, the development of an effective model of inclusive education based on the generalization of existing scientific developments and its implementation in educational practice is an urgent scientific task.

RESULT

The results of the conducted scientific research, theoretical analysis and practical observations showed that the role of inclusive education in the special pedagogy system is multifaceted and functionally complex. In the process of research, it was found that inclusive education is manifested not only as a didactic or organizational model, but also as a socio-pedagogical system. From this point of view, its main functions were systematically analyzed and the following important areas were identified.



First of all, the social integration function of inclusive education is of particular importance. This function serves the active inclusion of children with special

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needs in the life of society, their acquisition of social roles and adaptation to the system of social relations. The results of the research showed that students studying in an inclusive educational environment have the opportunity to communicate with their peers, cooperate and develop social competencies. This creates the basis for their future independent life in society. At the same time, an inclusive environment also forms qualities such as tolerance, empathy and social responsibility for healthy peers, which serves to strengthen social cohesion in society.

The pedagogical support function of inclusive education was noted as a second important area. This function is based on the organization of the educational process taking into account the individual needs of students. As the study revealed, the effectiveness of inclusive education largely depends on the extent to which the teacher can apply a differentiated and individual approach. Individual educational programs, adapted educational materials and innovative pedagogical technologies significantly increase the level of student learning. At the same time, the reflexive activity of the teacher, that is, the desire to analyze and improve his work, is also an important factor.

As the third important function of inclusive education, the function of psychological development deserves special attention. The results of the study show that in an inclusive educational environment, students' emotional stability, self-awareness, and social interaction skills are significantly developed. In particular, children with special needs have increased self-confidence, decreased social isolation, and adequate formation of self-esteem. At the same time, the presence of a psychological support system in an inclusive educational environment increases students' stress resistance and ensures their overall psychological well-being. The compensatory function of inclusive education has been identified as the fourth important area, which includes pedagogical and psychological measures aimed at partially or completely eliminating existing developmental defects. The results of the study showed that in a specially organized inclusive environment, students' compensatory capabilities are activated, that is, they manage to compensate for existing limitations through

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other abilities. In this process, special methods, rehabilitation technologies and an individual approach are of decisive importance.


The conducted analyses showed that the effectiveness of inclusive education directly depends on a number of interrelated factors. First of all, the professional qualifications and inclusive competencies of teachers play a decisive role. According to the results of the study, teachers working in inclusive education should not only have excellent knowledge of their subject, but also have a deep understanding of the basics of special pedagogy and psychology. This will allow them to correctly identify the individual needs of students and develop appropriate pedagogical strategies.

DISCUSSION

The results of the research once again confirm that the issue of effective organization of inclusive education is multifactorial and complex. It turned out that the implementation of inclusive education only through pedagogical methods or didactic tools does not give sufficient results, on the contrary, this process requires a systematic approach. Such an approach involves ensuring the interdependence of all components of the education system - pedagogical, psychological, social and organizational factors.

Scientific analysis shows that the effectiveness of inclusive education largely depends on the stability of the psychological environment. That is, the formation of a positive socio-psychological climate among students, the creation of an atmosphere of mutual respect and cooperation ensures the successful course of the inclusive process. At the same time, the psychological competence of teachers, that is, their ability to understand the individual-emotional characteristics of students and approach them accordingly, is an important factor. Therefore, in order to effectively organize inclusive education, pedagogical activities should be carried out in combination with a psychological approach.

In addition, social factors also have a significant impact on the effectiveness of inclusive education. The results of the study showed that the attitude towards inclusive education in society, that is, the level of social acceptance, directly affects the success of this process. If negative stereotypes about children with

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special needs persist in society, this situation negatively affects not only the social adaptation of students, but also their psychological state. Therefore, the process of developing inclusive education should be considered not only within the framework of the school or education system, but also in a broader social context.

The analysis of organizational factors shows that there are significant infrastructural and management problems in the implementation of inclusive education. In particular, the insufficient development of the material and technical base of educational institutions, the lack of special equipment and adapted teaching aids serve as a serious obstacle to the effective organization of inclusive education. At the same time, the lack of adaptation of curricula does not allow fully meeting the individual needs of students. This once again confirms the need for a systematic approach to the implementation of inclusive education.

Analysis of the problems identified during the study reveals a number of urgent issues on the path to the development of inclusive education. First of all, one of the important problems is the lack of sufficient training of teachers in inclusive education. Many teachers do not fully possess the methodological knowledge and skills necessary to work with students with special needs, which negatively affects the effectiveness of the educational process. Therefore, improving the system of training and advanced training of teachers is one of the priority areas for the development of inclusive education.



CONCLUSION

Within the framework of this study, the role of inclusive education in the special pedagogy system and its scientific and theoretical foundations were comprehensively analyzed, and important scientific generalizations were formed based on the results obtained. During the research, it was scientifically substantiated that inclusive education is an integral and priority component of the modern special pedagogy system. Unlike the traditional, segregation-based education model, it is aimed at creating a single and open educational space for

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all students, and serves to develop the education system based on the principles of humanity, equality and social justice.

The analysis showed that inclusive education not only ensures the constitutional right of children with special needs to receive education, but also appears as an important socio-pedagogical mechanism that ensures their full integration into the life of society. Students educated in an inclusive environment have consistently developed personal qualities such as social adaptation, communicative competencies, independent thinking, self-awareness, and adequate assessment. This will pave the way for them to take an active civic position in society and find a worthy place in socio-economic life in the future. At the same time, the results of the study showed that the effective organization of inclusive education is not limited to individual pedagogical methods or approaches, but requires a comprehensive and systematic approach. That is, in this process, pedagogical, psychological, social and organizational factors must work in harmony with each other. In particular, the flexibility of the educational environment, ensuring an individual approach, developing a psychological support system and establishing effective cooperation with parents were identified as the main conditions determining the effectiveness of inclusive education. During the study, it was determined that the issue of developing inclusive competencies of pedagogical staff is of particular relevance. Deepening the knowledge of teachers in the field of special pedagogy and psychology, developing their practical skills and increasing their readiness to use innovative pedagogical technologies was assessed as one of the important factors in ensuring the quality of inclusive education. At the same time, the need to improve educational and methodological support, develop adapted curricula and effectively use modern didactic tools was scientifically substantiated. Based on the above, it can be concluded that the development of inclusive education as one of the priority areas of pedagogical science is of great importance not only theoretically, but also practically. By continuing scientific research in this area, developing innovative pedagogical models and introducing them into educational practice, it is possible to expand the opportunities for children with special needs to receive quality education, ensure their successful integration

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into society, and strengthen the principles of inclusive culture and social equality in society.

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