TRENDS IN THE DEVELOPMENT OF INCLUSIVE EDUCATION IN MODERN PEDAGOGY

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ABSTRACT

This article analyzes the trends and directions of inclusive education development in modern pedagogy. The theoretical and methodological foundations of inclusive education, issues of inclusion development in the context of international experience and reforms implemented in the education system of Uzbekistan are examined. The article also highlights mechanisms for improving inclusive education practices, developing teachers' professional competencies, and implementing innovative pedagogical technologies.

KEYWORDS: Inclusive education, modern pedagogy, educational trends, special educational needs, pedagogical technologies, inclusive culture, universal design.

INTRODUCTION

In the modern education system, the inclusive approach has become one of the global priorities. Inclusive education is an approach that ensures the full participation of all students in the educational process, regardless of any limitations, and expands their opportunities to receive education by taking into account their individual needs [1]. More than 130 countries have committed to the development of inclusive education through the United Nations Convention on the Rights of Persons with Disabilities adopted in 2006 and the Sustainable Development Goals approved in 2015 [2].

In recent years, Uzbekistan has implemented a number of important reforms to promote inclusive education. Presidential Decree No. PQ-4860 of October 13, 2020, "On measures to improve the system of education and upbringing for children with special educational needs" \[3], and the new Law "On Education" adopted on December 2, 2022, have strengthened the legal framework for the development of inclusive education. These changes aim to expand access to quality education for children with special needs and ensure their full integration into society \[4]. However, the effective implementation of inclusive education requires addressing a number of theoretical, methodological, and practical issues. From this perspective, studying the development trends of inclusive education in modern pedagogy, analyzing international experience, and adapting it to the national education system are of vital importance.

Literature Review and Methods. Issues of inclusive education have been researched by many foreign and local scholars. Foreign researchers such as M. Ainscow and T. Booth made significant contributions to the theoretical and methodological foundations of inclusive education. Their work "Index for Inclusion" is widely used in many countries as a guide for evaluating and developing inclusive practices [7]. R. Rose and M. Shevlin developed practical recommendations for the establishment and development of inclusive schools [18]. Russian scholars such as S.V. Alekhina, N.N. Malofeev, N.M. Nazarova, and E.V. Samsonova have studied various aspects of inclusive education. Alekhina focused on the psychological-pedagogical foundations of inclusive education [23], while Malofeev studied the historical and theoretical aspects of the transition from special to inclusive education [24].

Among Uzbek scholars, A.R. Atajanov, Z.K. Qodirova, Z.N. Mamarajabova, S.Kh. Jalalova, and G.A. Shodmonova have researched different aspects of inclusive education. Mamarajabova studied the training of teachers in inclusive settings [12], while Qodirova researched the mechanisms of implementing inclusive education [16].

Discussion. Conceptual Foundations of Inclusive Education in Modern Pedagogy. In modern pedagogical theory, the concept of inclusive education is understood not only as integrating children with special needs into mainstream schools, but also as a process of transforming the entire education system to ensure full participation for all learners [4]. The modern concept of inclusive education is based on the following core principles:

– Equal educational opportunities for all – recognizing and ensuring every child's right to quality education.
– Acknowledging and supporting individual differences – inclusive education demands a differentiated approach based on each learner's individual educational needs.
– Universal design – creating learning environments accessible and usable for all students.
– Social justice and equity – eliminating inequalities and promoting fairness through inclusive practices.
– Inclusive culture, policy, and practice – embedding inclusive values in all aspects of school life.
– In recent years, new trends have emerged in the theory of inclusive education, including:
– Intersectional approach – organizing inclusive education by accounting for the intersection of multiple identities (gender, ethnicity, socio-economic status, disability, etc.).
– Transformative inclusion – not just integrating students into the existing system, but transforming the system itself [5].
– Learner-centered approach – considering learners as active participants in their education and emphasizing their right to be involved in decision-making [20].

Globally, several countries lead in the implementation of inclusive education, including Finland, Canada, Sweden, and New Zealand. Studying their experiences reveals modern trends such as:

– Creating learning environments based on universal design – in Finland, schools are built in accordance with universal design principles from the planning stage [6].

– Use of digital technologies – in Sweden, for example, special software and devices are used to adapt educational materials for students with visual, hearing, or other impairments [15].

– Multi-Tiered System of Support (MTSS) – used widely in the USA, this system provides support at three levels based on students' needs [19].

– Collaborative teaching models – as used in Canada, involve joint work by special educators, general educators, psychologists, and other professionals [21].

– Fostering inclusive culture – New Zealand has successful programs to instill inclusive values across the school community [13].

Uzbekistan has also undertaken important reforms to develop inclusive education. Under the 2020–2024 Concept for the Development of Inclusive Education, efforts are being carried out in the following areas:

– Improving the legal framework – the Law "On Education" and Cabinet of Ministers Resolution No. 824 (December 26, 2020) strengthen the legal basis for inclusive education.

– Enhancing material and technical resources – schools are being equipped with the necessary tools and technologies.

– Training and upskilling teachers – higher education institutions now offer inclusive education training programs and courses.

– Fostering collaboration – establishing resource centers and platforms for sharing experiences between special and mainstream schools.

Research conducted has identified key challenges in implementing inclusive education in Uzbekistan and ways to address them:

– Developing teachers' competencies in inclusive education – 67% of surveyed teachers reported needing additional training. Solutions include improving teacher training programs and offering professional development courses.

– Implementing modern technologies to adapt learning environments – only 34% of schools fully comply with universal design standards. Efforts are needed to upgrade facilities and introduce technology.

Innovative Approaches in Organizing Inclusive Education in Modern Pedagogy:

– Teaching based on universal design – using various formats (text, audio, video, visuals), offering multiple ways for students to demonstrate knowledge (written work, oral presentations, projects, videos), and so on [17].

– Digital and assistive technologies – screen readers for visually impaired students, subtitles for those with hearing loss, alternative input devices for students with physical disabilities [9].

– These strategies help adapt learning materials, teaching methods, and assessment tools based on students' individual needs [22].

– Social-emotional learning (SEL) – developing students' emotional intelligence, empathy, collaboration, and self-regulation skills within inclusive classrooms [8].

– Co-teaching – where a general and a special educator collaboratively teach in one classroom, allowing better support for each student [14].

– Multi-Tiered System of Support – this structured approach provides:

1st tier – quality education for all;

2nd tier – additional support for students needing more help;

3rd tier – individualized support for students facing serious challenges.

The success of inclusive education heavily depends on teachers' professional preparation and their inclusive competencies. Modern research highlights the following key competencies:
– Commitment to inclusive values – teachers must recognize and support every child's right to develop to their full potential.
– Knowledge of various disabilities and challenges – teachers should understand psychological, emotional, and learning difficulties.
Based on research results, the following measures are recommended to develop inclusive competencies among teachers in Uzbekistan:
– Introducing and improving inclusive education courses in teacher training institutions.
– Organizing professional development courses for in-service teachers.
– Developing methodological guides and teaching materials on inclusive education.
– Creating platforms for sharing best practices.
– Implementing incentive systems to encourage teachers' success in inclusive practices.
Conclusion. The analysis of development trends in inclusive education within modern pedagogy leads to the following conclusions:
Inclusive education today is understood not merely as the integration of children with special educational needs into mainstream schools, but as a comprehensive process of transforming the education system itself to ensure full participation for all learners.
Key trends in modern inclusive education include the creation of learning environments based on universal design principles, the use of digital and assistive technologies, the application of differentiated teaching strategies, the introduction of social-emotional learning approaches, the implementation of co-teaching models, and the development of multi-tiered systems of support. Although Uzbekistan has made significant strides in the development of inclusive education, further improvement requires comprehensive measures to strengthen the legal and regulatory framework, develop material and technical resources, improve the teacher training system, and cultivate an inclusive culture. The success of inclusive education largely depends on the professional readiness and inclusive competencies of teachers. Therefore, improving the training of future educators and enhancing the professional development system for current teachers is of critical importance.
The integration of modern trends in inclusive education into the national education system serves to guarantee the right to education for all students, create equal opportunities, and foster an inclusive culture within society.

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