

PRINCIPLES OF INCLUSIVE PEDAGOGY IN MODERN EDUCATION

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Abstract: In the modern education system, the principles of inclusive pedagogy play an important role in creating equal educational opportunities for all students. Inclusive education is an educational process organized taking into account the individual needs, abilities and capabilities of each student. This article analyzes the basic principles of inclusive pedagogy in the modern education system, its theoretical foundations and possibilities of application in the educational process. The results of the study show that an inclusive pedagogical approach serves to increase the activity of students in the educational process, strengthen social integration and improve the quality of education.

Keywords: inclusive education, inclusive pedagogy, equal educational opportunities, educational process, individual approach.

Introduction

In recent years, the development of an inclusive approach in the education system has become one of the most pressing issues globally. Inclusive education is aimed at creating equal educational opportunities for all students, including children with disabilities, special needs or those in need of social protection. This approach serves to reduce discrimination in the education system, ensure social justice and fully realize the potential of each student. According to modern pedagogical views, the educational process should be open, flexible and supportive for all students. Therefore, the principles of inclusive pedagogy serve as an important methodological basis for organizing the educational process. Inclusive pedagogy requires teachers to organize the educational process taking into account the individual needs and learning styles of each student. This requires educators to use new methods, innovative approaches and flexible educational strategies.

The purpose of this study is to analyze the basic principles of inclusive pedagogy in the modern education system and determine their pedagogical



significance in the educational process.

Research methods

Theoretical and analytical methods were used in the research process. Scientific literature, international experience and pedagogical research in the field of inclusive education and inclusive pedagogy were studied. Also, the comparative analysis method was used to determine the effectiveness of applying inclusive pedagogical principles in the education system. The experience of implementing inclusive education in different countries was also analyzed.

The theoretical basis of the research is scientific developments related to the concepts of inclusive education, differentiated education and universal design for learning (UDL)⁵¹.

Literature review

The concept of inclusive education is one of the important scientific directions in modern pedagogy and education system. Inclusive pedagogy is interpreted as an approach aimed at creating equal educational opportunities for all students, including those with special needs. The Salamanca Declaration adopted by UNESCO is an important stage in the development of inclusive education, which emphasizes the right of all children to receive education in the general education system.

The scientific work of a number of scientists is of great importance in the development of the theory of inclusive pedagogy. Booth and Ainscow developed the “Index for Inclusion” model aimed at developing inclusive education, which covers the issues of organizing the educational environment based on inclusive principles⁵². Florian and Black-Hawkins analyze the theoretical foundations of inclusive pedagogy and emphasize the role of teachers in actively involving all students in the learning process⁵³. Tomlinson develops the concept of differentiated education and justifies the need to take into account the individual needs and abilities of students⁵⁴.

Ainscow, Slee and Dyson also interpret inclusive education as a means of ensuring social equality in the education system⁵⁵. The concept of Universal Design for Learning (UDL) developed by Rose and Meyer indicates the need to

⁵¹ Florian, Lani, and Kristine Black-Hawkins. “Exploring Inclusive Pedagogy.” *British Educational Research Journal*, vol. 37, no. 5, 2011, pp. 813–828

⁵² Ainscow, Mel, Tony Booth, and Alan Dyson. *Improving Schools, Developing Inclusion*. Routledge, 2006.

⁵³ Florian, Lani, and Kristine Black-Hawkins. “Exploring Inclusive Pedagogy.” *British Educational Research Journal*, vol. 37, no. 5, 2011, pp. 813–828.

⁵⁴ Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD, 2014.

⁵⁵ Slee, Roger. *The Irregular School: Exclusion, Schooling and Inclusive Education*. Routledge, 2011.



organize the educational process flexibly for all students⁵⁶. Thus, the analysis of scientific literature shows that inclusive pedagogy is an important component of the modern education system.

Results

The results of the study showed that the application of the principles of inclusive pedagogy in the modern education system serves to increase the effectiveness of the educational process. The analysis of scientific sources shows that inclusive pedagogy requires the active involvement of all students in the educational process, taking into account their individual needs and abilities, and the use of flexible teaching strategies. Such an approach not only improves the academic performance of students, but also has a positive effect on their social development.

The study found that an educational environment based on the principles of inclusive pedagogy contributes to the formation of social values in students, such as cooperation, mutual respect, and tolerance. In classes where an inclusive approach is used, students develop the skills of freely expressing their opinions, working in a team, and solving problems together. In addition, the use of differentiated teaching strategies by teachers allows them to take into account the learning styles of different students.

The results of the study also showed the importance of the Universal Design for Learning (UDL) approach in inclusive pedagogy. This approach allows for the presentation of educational materials in various forms, the stimulation of active participation of students, and the use of flexible methods of assessing knowledge. As a result, the educational process organized on the basis of the principles of inclusive pedagogy creates an effective and comfortable learning environment for all students.

Analysis

The results of the study show that the application of the principles of inclusive pedagogy in the modern education system significantly increases the effectiveness of the educational process. According to the analysis of scientific literature, an inclusive approach serves to ensure the active participation of all students in the educational process. This approach involves organizing education taking into account the individual needs, abilities and learning rates of students.

The analysis shows that in traditional educational methods, individual differences between students are often not sufficiently taken into account. As a result, some students may be excluded from the educational process or may not be able to fully realize their potential. Inclusive pedagogy helps to eliminate this problem by providing differentiated education, flexible teaching strategies

⁵⁶ Rose, David H., and Anne Meyer. Teaching Every Student in the Digital Age: Universal Design for Learning. ASCD, 2002.



and creating a supportive learning environment⁵⁷.

In addition, inclusive pedagogy has a positive impact on the development of social skills in students. Through collaborative learning, group activities and mutual assistance processes, students develop important qualities such as tolerance, mutual respect and social responsibility. Also, the Universal Design for Learning (UDL) approach allows for the creation of a comfortable learning environment for all students by presenting educational materials in different formats. Overall, the analysis confirms that the introduction of inclusive pedagogy principles into the educational process has a positive impact on students' academic performance and social development.

Discussion

The results of the study show that the application of the principles of inclusive pedagogy in the modern education system is an important factor in increasing the effectiveness of the educational process. Inclusive pedagogy allows you to organize the educational process taking into account the individual needs, abilities and learning styles of students. This serves to create an equal and comfortable learning environment for all students. An analysis of the scientific literature shows that an inclusive approach helps not only to support students with special needs, but also to increase the activity of all students in the educational process⁵⁸.

Inclusive pedagogy also requires teachers to use innovative teaching methods, differentiated learning strategies and approaches such as Universal Design for Learning. Such methods make it possible to present educational materials in different forms, ensure the active participation of students, and effectively assess their knowledge and skills. At the same time, the development of professional training of teachers and a pedagogical support system is essential for the successful implementation of inclusive education.

Conclusion

In conclusion, inclusive pedagogy is one of the important directions of the modern education system. This approach serves to create equal educational opportunities for all students, take into account their individual needs and ensure their active participation in the educational process. The implementation of the principles of inclusive pedagogy in practice not only improves the academic performance of students, but also strengthens their social adaptation.

Therefore, the consistent development of the principles of inclusive pedagogy in the modern education system, the training of teachers in this area and the adaptation of the educational environment are of great importance. This will serve to improve the quality of education and create equal opportunities in

⁵⁷ Ainscow, Mel. "Developing Inclusive Education Systems: What Are the Levers for Change?" *Journal of Educational Change*, vol. 6, no. 2, 2005, pp. 109–124.

⁵⁸ Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD, 2014. – p 56



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