European Journal of Innovation in Nonformal Education (EJINE)
Volume 5 | Issue 4 | Apr - 2025 ISSN: 2795-8612

Methodological Approaches to Preparing for Inclusive Education

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A B S T R A C T
This article reveals the essence of methodological approaches used in the process of preparing for inclusive education. Special attention in the education system is paid to the role of methodological approaches in ensuring the rights of all children, including children with special needs, equipping them with high-quality knowledge and social integration. At the same time, the need to improve the professional qualifications of teachers, develop individual educational programs, and introduce modern pedagogical technologies into the teaching process is highlighted. The study also provides practical recommendations and analyzes the application of effective methodological approaches to the formation of an inclusive environment.

A R T I C L E I N F O
Article history:
Received 15 Feb 2025
Received in revised form
15 Mar 2025
Accepted 18 Apr 2025

Keywords: inclusive education, methodological approaches, children with special needs, pedagogical technologies, adaptation of the educational environment, individual approach, professional teacher training, support system, integration, social adaptation.

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Introduction.

Today, creating equal opportunities in society, ensuring the right of each individual to education, is recognized as one of the priorities on a global scale. In particular, through the development of an inclusive education system, successful integration of children with special educational needs into the general educational process is ensured. From this point of view, the need for methodological solutions based on modern, effective and individual approaches is growing in the process of preparing pedagogical personnel for Inclusive Education.

The methodological approaches used at the preparatory stage for inclusive education not only develop professional competencies of teachers, but also serve to form their skills for working with children with different opportunities in the pedagogical process. At a time when reforms in education, national and international documents are actively promoting an inclusive approach, an in-depth analysis of the methodological foundations in this regard and their improvement are of significant scientific and practical importance. Therefore, the study of the content, importance and effectiveness of methodological approaches used in the preparation process for inclusive education within the framework of this topic is one of the pressing issues. One of the directions of UN policy in the field of education is to ensure that inclusive education ideas that provide for the education of children taking into account the diversity of individual educational needs are widely implemented by the participating states. UNESCO programs aimed at ensuring human rights and freedoms are aimed at modernizing norms, standards and intellectual cooperation aimed at ensuring safe and comfortable education for children and adults with a separate educational extension. In the implementation of the rules of social equality established in the Universal Declaration of human rights, it is important to introduce into practice the mechanisms of education that

ensure that it is open to all, based on gender equality.

Research and methods.

The advantages of the idea of combining general pedagogical and defectological approaches to reform the teaching system to work with students with disabilities in mental development require some scientific understanding. Professional difficulties in the education and upbringing of children with disabilities in mental development are caused by a number of social and professional-pedagogical factors. Firstly, due to its heterogeneity and polymorphism, this category of children should create special conditions that are determined not only by their belonging to a particular nosological group, but also ensure their adaptation in accordance with the nature of special educational needs. Secondly, the introduction of inclusive education for children with disabilities significantly changes the content of the professional activity of a teacher, defectologist, psychologist, and requires a prior understanding of the essence of the changes that are recommended to include them in the content of training.

Philosophical-methodological aspects and strategies for supporting inclusive education in order to effectively study the problem of training personnel for working with existing children with disabilities in the context of inclusive education researchers A.Y.Abkovich, S.V.Alyokhina, D.V.Denisova, L.S.Mednikova, N.Khitryuk, I.M.Yakovleva, S.Boot. S. Weirinen et al. From the approaches of the above scientists, it is impossible to formulate professional pedagogical activity in the context of educational inclusion by mechanically generalizing the professional tasks, knowledge, abilities and skills that teachers receive during their specialized training at the OSM. The changed educational environment involves finding ways to solve the important and complex task of preparing the future teacher for the requirements of a new educational practice, which takes into account the variety of students with disabilities and the possibilities of their development.

At the same time, the practice of training future primary school teachers and defectologists at the OS requires certain changes in order to carry out professional activities in New conditions. Solving the problems of students with declarative, but indeed disabled, requires an integrated approach to the appropriate expansion and complication of the functions of the professional and pedagogical activity of the teacher. Thus, in the context of inclusive education, a confrontation is revealed between the need for effective cooperation between future teachers and special psychologists and the traditional formats of their preparation. In our opinion, overcoming it can be carried out on the basis of the integration of general pedagogical and defectological approaches to the psychological and pedagogical support of a child with a defect in mental development, as the basis of constructive professional cooperation between a teacher and a psychologist at all stages. In this regard, the need to develop the idea of integration as the leading direction of communication between the professional activities of future specialists is clearly manifested, which requires reforming their preparation.

Result and discussion.

By integration in a broad sense, we understand the objective process of combining the differentiated elements of the training of future teachers into a new quality, which is characterized by such characteristics as “synthesis”, “assimilation”, “interpretation”. In the process of integrating the activities of the subjects of the educational process, there is a gradual penetration and complementarity of their activities based on the deepening and development of internal communications. At the same time, the process of integration, as a rule, is accompanied by an increase (increase) of pedagogical influence. The practical implementation of the principle of individualization involves taking into account the knowledge of children, including children with disabilities, their characteristics and special educational needs. Special educational conditions must be created for quality inclusive education, including programs that include new forms of interaction of teachers and psychologists in the educational process, new educational technologies and psychological and pedagogical models, etc.

Thus, the advantages of the idea of integration are determined by ensuring unity in understanding the child's problems, ways to solve them, and achieving goals that are directly related to the educational needs of subjects in the inclusive education space (students, primary school teachers, special psychologists, defectologists, parents, Administration). In relation to children with disabilities in mental development, teachers are faced with the task of creating an educational environment that provides socio-

psychological security, has the opportunity to open up the child's potential for individual psycho-social development, and creates conditions for gaining experience in decision-making.

Basic needs for teachers and psychologists include collegial skills that ensure the process of accompanying a primary school student and the quality of proper assimilation of the content of Primary general education programs by children with disabilities in mental development. Despite the general recognition by the pedagogical community of the need for interoperability between professionals of different profiles in the process of supporting students with disabilities, this area rarely becomes an area of real and responsible action in the practice of inclusive education.

Recognizing that each subject of inclusive education has the same significance, we note that the role and functional burden of the teacher in the professional sphere is of particular importance: the organization of the interaction of subjects, the development of didactic techniques and methodological approaches that take into account the characteristics of each one. However, this load should be evenly distributed with a special psychologist, and this itself will not be the basis for any confrontation between these specialists.

Conclusion.

The effective application of methodological approaches in the process of preparing for inclusive education is important in creating a comfortable, equal and high-quality educational environment for all participants in education. Through modern pedagogical Technologies, an individual approach, differentiated teaching and multi-level teaching assignments, the process of teaching students with special needs is effectively organized. At the same time, methodological approaches serve as one of the main factors in improving the knowledge and skills of teachers in the field of inclusive education, creating a collaborative environment and providing psychological and pedagogical support. In conclusion, methodological approaches to the preparation for inclusive education not only increase the effectiveness of the educational process, but also serve to realize the principles of equality and justice in the educational system.

Thus, the idea of combining general pedagogical and defectological approaches serves as a condition for the formation of professional competencies necessary in future teachers and psychologists to jointly solve the problems of teaching elementary students with intellectual developmental disabilities in the context of inclusive education.

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