

THE ROLE OF THE TEACHER IN INCLUSIVE EDUCATION AND MODERN APPROACHES

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Annotatsiya : Mazkur maqolada inklyuziv ta'limning nazariy asoslari, uning jamiyatdagi o'rni va o'qituvchining ushbu jarayondagi roli tahlil qilinadi. Inklyuziv ta'limning psixologik va pedagogik yondashuvlari, innovatsion texnologiyalarni qo'llash imkoniyatlari, shuningdek, O'zbekiston va xorijiy mamlakatlardagi ilg'or tajribalar ko'rib chiqiladi. Ushbu maqola ta'lim sohasi mutaxassislari, o'qituvchilar va ta'lim siyosatini shakllantiruvchi shaxslar uchun dolzarb mavzularga asoslangan tavsiyalarni o'z ichiga oladi.

Kalit so'zlar : inklyuziv ta'lim, o'qituvchi, metod , UNICEF, pedagogik tahlil, xalqaro tajriba, zamonaviy yondashuv, rivojlanish.

Аннотация: В данной статье рассматриваются теоретические основы инклюзивного образования, его анализируются место в обществе и роль учителя в этом процессе. Рассмотрены психолого-педагогические подходы инклюзивного образования, возможности использования инновационных технологий, а также передовой опыт Узбекистана и зарубежных стран. Эта статья содержит рекомендации, основанные на актуальных темах, для специалистов в области образования, педагогов и политиков в области образования.

Ключевые слова: инклюзивное образование, педагог, метод, ЮНИСЕФ, педагогический анализ, международный опыт, современный подход, развитие.

Abstract: In this article, the theoretical foundations of inclusive education, its the place in society and the role of the teacher in this process are analyzed. Psychological and pedagogical approaches of inclusive education, possibilities of using innovative technologies, as well as best practices in Uzbekistan and foreign countries are considered. This article contains recommendations based on current topics for education professionals, educators, and education policy makers.

Key words: inclusive education, teacher, method, UNICEF, pedagogical analysis, international experience, modern approach, development.

Today, the education sector is developing based on the principle of inclusion. Inclusive education guarantees high-quality and equal access to education for children with any abilities. One of the main tasks of this system is the full integration of children with disabilities or special needs into society. The role of teachers in the educational process is very large, they should strive to create an inclusive environment through an individual approach, flexible methodology and the development of new technologies.

The purpose of the article is to analyze the theoretical foundations of inclusive education, modern methods and reforms being implemented in Uzbekistan from a scientific point of view.

Research on inclusive education shows that this system is closely related to scientific theoretical knowledge. Vygotsky's 1934 socio-cognitive theory presents the basic idea that children's development is inextricably linked to the social environment and that the educational process should be organized accordingly. Piaget's 1952 constructivist approach proposes that the child discovers knowledge independently, while the teacher serves as a facilitator of the process.

Bronfenbrenner's 1979 ecological systems theory emphasizes that the educational process should interact with the child's family, school, and wider social environment.

The Law of the Republic of Uzbekistan "On Education" (2020) legally strengthens the principles of inclusive education. The Resolution of the President of the Republic of Uzbekistan No. PQ-5093 dated April 13, 2021, established measures to improve the educational conditions for children with special needs, on the basis of which large-scale work is currently being carried out. National strategies of Uzbekistan have been developed within the framework of the UN Convention on the Rights of Persons with Disabilities (2006), and small-scale reforms are currently being carried out in all organizations based on this strategy.

There are a number of problems and solutions in the process of developing inclusive education, and as a result of eliminating these shortcomings, the effectiveness of inclusive education will further develop. In particular, the adapted infrastructure of educational institutions - International experience shows that educational institutions do not have enough special conditions for children with physical disabilities for inclusive education.

- Special training of teachers - According to UNESCO (2020) research, teachers should thoroughly study the methodology of inclusive education. The experience of Finland shows that organizing special courses and additional professional development programs on inclusive education gives effective results.

- Community and parental participation - Research shows that the effectiveness of inclusive education depends on how parents react to this process. Supporting parents through special training and seminars is important.

- Use of information technologies - Developing adapted educational programs using digital technologies facilitates the inclusive education process. For example, Microsoft and Apple are developing interactive platforms for children with special needs.

A number of initiatives have been put forward to develop inclusive education in Uzbekistan. In particular, inclusive schools and special centers have been established in Tashkent. However, a full-fledged improvement of the system has been more effective, and these methods are as follows:

1. Development of special methodological manuals on inclusive education;

Conducting special trainings for teachers;

3. Encouraging the use of modern technologies.

2. Efficiency will increase further through such works as.

The results of the study show that the following factors are important for increasing the effectiveness of inclusive education:

- Adaptation of educational organizations - improving the infrastructure for inclusive education in schools and universities

- Teacher training - strengthening the training of educators through special courses and trainings;

- Community involvement - actively involving parents and the general public in the inclusive education process;

- Introduction of innovative technologies - widespread use of adapted educational programs and information technologies.

In conclusion, the results of the study show that the use of modern innovative approaches to managing inclusive education is of great importance in increasing the effectiveness of the educational process and improving the social integration of students with special needs. The educational process can be made more accessible and effective through the use of digital technologies, adapted curricula and interactive teaching methods. Also, improving the skills of educators and creating an inclusive environment will improve the quality of the education system.

Journal: <https://ifsmrc.org/index.php/aijrm>

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