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COSTABILITY OF DEVELOPING INCLUSIVE EDUCATION IN GENERAL SECONDARY SCHOOLS

Annotation. This article presents industrialized nations' educational technology using materials from scientific research. Furthermore, children with restricted mobility and intellectual capacity were taught in a conventional manner; if the students' mastery rate in this manner was 40% lower than that of their classmates, the lesson was taught utilizing inclusive education techniques, and the mastery rate throughout training was 80–82%.

Key words: educational methods, traditional education, inclusive education

Introduction. While systematic racism, injustice, and inequality plague the planet. The University of Economics and Pedagogy is still striving for a more equitable future within our campus community as well as throughout the nation. Our university's Plan for Inclusive Excellence aims to achieve diversity, equity, and inclusion in all facets of its operations; our programs support first-generation students' success and our students utilize their objectives to guarantee access to high-quality early childhood education. Additionally, the head of state gives young people with less possibilities a lot of consideration in this respect. The President underlined how critical this problem is right now.

In recent years, research has focused on teachers' views toward inclusive education, specifically for students with special educational needs and disabilities (SEND). Due to the unfavorable views of educators, the process of implementing inclusive education has not always gone well or has even stagnated in certain nations. Because they work in classrooms and institutions that serve as critical learning locations, teachers are viewed as being essential to the implementation of inclusive education. The effort of integrating inclusive education into their educational institutions has begun in Central Asian nations [1].

The study looked at Central Asian teachers' perspectives on SEND and inclusive education. The study's research reveals a notable shift from the special education method utilized in the former Soviet Union, which developed a segregation strategy in defectology, to an inclusion approach that values fairness, diversity, and equality for every student (Makoelle, 2020) [2].

This technique has the potential to expand the comprehension of inclusion among instructors in this study, which might be pertinent considering the working environment of the study participants. The province of Aceh is home to the schools they work in, and its education system faces difficult obstacles as a result of the region's history of violence and devastation. According to this viewpoint, an international teacher education program gives educators the ability to identify, encounter, and consider the variety of human situations. They may then apply this knowledge to guide their pedagogy. This aligns with one of the most often mentioned learning outcomes of these programs, which is knowledge growth [3, 4].

While labeling, ranking, and segregation are components of inclusive education, they can negatively affect its application. In particular, when kids are denied the opportunity to study alongside their peers because to category judgments. Following their experiences in Finland, their narratives present a fresh perspective: educators who wish to refrain from categorizing and labeling and who embrace the diversity of their students' needs. Because the participants were placed in diverse places during the learning process by the Finnish teachers, they were finally able to use these new roles to alter

themselves. A continual cycle of change is created at these two stages since, for some participants, these jobs also refocus their positions toward their pupils after graduation.

Furthermore, the results demonstrate that the instructional reactions of the participants are embedded in their own narratives and experiences. One narrative that demonstrates this point is Maya's "There was no favoritism" and "knowing how to teach different students equally" plots. Therefore, as participants in ITP acquire competency in reading the demands of their setting and the local that arises from this process, these findings also highlight the significance of assisting them in crafting narratives that link the foreign and the unfamiliar with the familiar and local. In accordance with current local teaching and learning scenarios, solutions are modified and tailored to particular classrooms [5, 6].

Methods and results. We studied the application of inclusive education based on the aforementioned information. Students from Karshi International Innovative University's first-stage BT-123-23 elementary education group participated in the study project. We looked at how typical classes are taught and examined the study's findings, which are shown in Table 1.

Indicators of students' proficiency in both inclusive education and traditional teaching approaches.

Table 1

The number of students	Boys	Girls	The number of students with limited mobility and a mild intellectual level	Proficiency level (socially disadvantaged students)% among peers	Subject mastery rate:	Result % after didactic methods	Results from different methods based on scientific topics %
When classes are conducted in the traditional way							
30	1	29	2	50	40	0	0
when conducting lessons in inclusive education methods							
30	1	29	2	60	70	80	82

The data displayed in Table 1 was collected from the Karshi International Innovation University first-stage BT-123-23 primary education course. A total of 30 students from the group participated in the study, including 2 individuals with limited mobility and mental ease. When there were students and instruction was given using the traditional technique, 50% of the students had restricted mobility and mental ease, and 40% of the students had mastered the material.

After didactic techniques, 80% for scientific topics based on diverse ways; it was 82%. When the same group of students are given lessons in inclusive education methods, the degree of knowledge of students with restricted mobility and low mental comfort is 70%; the mastery rate of subjects is 70%.

Conclusion. In this article, we applied inclusive education methods in the case of the students of the first stage BT-123-23 group of elementary education at Karshi International Innovative University. The knowledge level of students with mild intellectual disabilities increased by 10% among peers, subject mastery by 30%, 80% after didactic methods, and 82% after different methods based on scientific topics. The results we present allow us to draw conclusions about development processes.

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