

ENRICHING THE CONTENT OF THE GENERAL PEDAGOGY DISCIPLINE WITH INCLUSIVE-DEONTOLOGICAL IDEAS AND THE PRINCIPLES OF INTERDISCIPLINARY INTEGRATION**Xolmatova Saidaxon Voxobjonovna**

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Аннотация. В статье анализируются научно-теоретические основы обогащения содержания общей педагогики идеями инклюзивного образования и педагогической деонтологии, а также принципы междисциплинарной интеграции. Исходя из требований современного образования, обосновывается необходимость формирования инклюзивно-деонтологической компетентности у будущих педагогов. В статье раскрываются структурные компоненты данной компетентности и механизмы их интеграции в процесс высшего педагогического образования, а также дидактические возможности совершенствования содержания общей педагогики посредством междисциплинарных связей.

Ключевые слова: общая педагогика, инклюзивное образование, педагогическая деонтология, инклюзивно-деонтологическая компетентность, междисциплинарная интеграция, содержание образования, будущий педагог, этика, профессиональный долг.

Abstract. This article analyzes the scientific-theoretical foundations of enriching the content of General Pedagogy with the ideas of inclusive education and pedagogical deontology, as well as the principles of interdisciplinary integration. Proceeding from the requirements of modern education, the necessity of forming inclusive-deontological competence in future pedagogues is substantiated. The article presents the structural components of this competence and the mechanisms for integrating them into the process of higher pedagogical education, as well as the didactic possibilities for improving the content of General Pedagogy through interdisciplinary connections.

Keywords: general pedagogy, inclusive education, pedagogical deontology, inclusive-deontological competence, interdisciplinary integration, educational content, future pedagogue, ethics, professional duty.

Introduction. Today, the rapid changes occurring in the world's education system, the processes of global informatization, and the priority of democratic principles are placing new demands on the system for training pedagogical personnel. In particular, the broad implementation of the inclusive education paradigm aimed at ensuring every child's right to education poses important tasks for the discipline of General Pedagogy. In the Republic of Uzbekistan as well, the legal and strategic foundations of inclusive education have been consolidated in the Law "On Education" and in other normative-legal documents, and this process necessitates the reconsideration and enrichment of the content of the discipline of General Pedagogy. The success of inclusive education depends not only on the presence of educational infrastructure but, in many respects, on the potential of pedagogical personnel, on their professional and ethical values, and on their deontological culture. In this connection, harmonizing the discipline of General Pedagogy not by confining it to traditional educational theory and methodology alone, but by bringing it into accord with the humanistic ideas of inclusive education and the professional-duty principles of pedagogical deontology acquires pressing significance. This article scientifically analyzes the theoretical foundations of enriching

the content of the discipline of General Pedagogy with inclusive-deontological ideas, as well as the role of the principles of interdisciplinary integration in this process.

Literature Review and Methodology. The traditional content of the discipline of General Pedagogy is directed mainly at studying the general regularities, principles, methods, and forms of the teaching-and-upbringing process. It serves as the principal foundation of pedagogical theory and practice and is intended to form general pedagogical knowledge, skills, and abilities in future teachers. The structural composition and content of the discipline of pedagogy have been analyzed in depth by scholars such as V. A. Slastenin, I. F. Isaev, and E. N. Shiyanov. However, the demands that today's modern society places on the teacher are extending beyond the bounds of traditional pedagogy. In the global educational space, the issue of ensuring quality education for every individual, regardless of their psychophysiological and individual characteristics, has come to the fore. This requires of pedagogues not only knowledge of the general regularities of teaching and upbringing, but also the ability to adapt to the personal needs of each learner and to be tolerant, empathic, and morally responsible. From this standpoint, there arises the necessity of enriching the content of the discipline of General Pedagogy with the principles of inclusive education and the ideas of pedagogical deontology. This, in turn, strengthens the humanistic and ethical aspects of pedagogical education and means preparing future teachers to function successfully in a complex inclusive environment.

Discussion. Enriching the content of General Pedagogy with inclusive-deontological ideas requires interdisciplinary integration. Although traditional pedagogy has assimilated information from other disciplines, the approach of inclusivity and deontology calls for a deeper, systematic integration. Interdisciplinary integration makes it possible to study pedagogical phenomena in a holistic manner and to carry out a synthesis of various scientific approaches. It is necessary to incorporate deeply into General Pedagogy courses such psychological concepts as L. S. Vygotsky's theory of the "zone of proximal development," and to emphasize taking into account children's individual psychological characteristics and their cognitive and emotional development. In particular, the study of the psychology of children with special educational needs, and psychological knowledge on supporting their adaptation processes, should become an integral part of General Pedagogy. Likewise, mechanisms of psychological support for preventing the teacher's professional burnout should also be taken into account. The discipline of General Pedagogy should be taught in integral connection with ethics and philosophy and should reveal in depth the content of such philosophical-ethical categories as pedagogical justice, equality, responsibility, and humaneness. This plays a decisive role in forming a high moral worldview and a sense of professional duty in pedagogues. Since inclusive education is a matter of social justice, General Pedagogy must also be integrated with social sciences such as sociology and jurisprudence. This helps in understanding the social function of education, the integration of each learner into society, and its legal foundations. In higher pedagogical education, the following mechanisms and didactic approaches are proposed for enriching the content of the discipline of General Pedagogy with inclusive-deontological ideas and for carrying out interdisciplinary integration:

– **Integrated study courses and modules:** incorporating into the General Pedagogy course special modules such as "The Deontological Foundations of Inclusive Education" and "Pedagogical Ethics and Moral Dilemmas." These modules should be developed in cooperation with other disciplines (psychology, law).

– **Applying case-study and project methods in practical sessions:** conducting with students the analysis of case studies on real pedagogical situations that may arise in an inclusive environment (moral dilemmas, communication problems), and teaching them to find solutions on the basis of an interdisciplinary approach.

– **Innovative pedagogical technologies:** modeling the inclusive education environment and conducting virtual practicums using digital tools. The research of Shuhratxon Ziyoyev on the pedagogical possibilities of using digital tools in conditions of inclusive education may serve as an inspiration in this regard.

– **Strengthening pedagogical practice:** organizing future pedagogues' practice in inclusive classrooms, assigning experienced mentors to them, and analyzing the deontological issues that arise during the practice.

– **Encouraging research activity:** involving students in scientific research in the field of inclusive education and pedagogical deontology, and expanding topics in this direction in graduation qualification works and master's theses.

Conclusion. Enriching the content of the discipline of General Pedagogy with inclusive-deontological ideas and applying the principles of interdisciplinary integration constitute an important strategic direction of the modern system for training pedagogical personnel. This process transforms the discipline of General Pedagogy into a field of greater relevance and practical significance, and makes it possible to prepare future teachers in depth not only methodically but also from an ethical-deontological standpoint. As a result, pedagogues possessing a firm moral position based on humaneness, justice, and professional duty will be of decisive importance in building, in Uzbekistan, a genuinely inclusive education system that respects the dignity of every individual. In the future, it is expedient to continue applied research on the development of pedagogical technologies and didactic methodologies in this direction.

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