# METHODOLOGICAL APPROACHES AIMED AT MEETING THE PERSONAL NEEDS OF CHILDREN IN THE PROCESS OF INCLUSIVE EDUCATION

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## ABSTRACT

*The article explores the history, meaning, and importance of inclusive education; outlines its methodological underpinnings, aims, and objectives; and supports the humanistic nature of the pedagogical principles and conceptual ideas of inclusive education as well as their potential for application.*
**Key words**: *Humanistic Methods, Inclusive Education, Interactive Technologies Objective.*

## INTRODUCTION

According to contemporary sociophilosophical perspectives, integration enables the coexistence of both typically developing learners and learners with disabilities. In education, integration refers to every student's right to choose the location, mode, and language of instruction. For students with special educational needs (SEN) who attend general educational institutions, the creation of favorable conditions for both high-quality special educational services and full participation in educational processes (inclusion) is a prerequisite for effective integration. For typically developing students, educational integration means the opportunity to learn in an inclusive or general classroom without compromising the quality or pace of instruction set by educational standards

## MATERIALS AND METHOD

### Materials

Grounded in humanistic principles, inclusion is applied as a philosophy of "learning to live together." In an inclusive approach, all children attend a comprehensive school that offers a flexible and supportive learning environment tailored to each child's needs. This approach implies: adopting an inclusive philosophy by all stakeholders; understanding diverse educational needs; providing necessary services; increasing participation; engaging the wider community; and eliminating educational discrimination (Graumann & Pevzner, n.d.).

Inclusive education is emerging as a bold and progressive component of human consciousness, expanding the educational environment to include all children regardless of cultural, social, or developmental differences. Although the term *inclusive education* is relatively new, the model itself reflects a long-standing humanistic vision of a just world, where no group is isolated or subordinated to another.

In Uzbekistan, efforts to implement educational integration mirror broader socio-economic reforms. Integration processes gained stability in the early twenty-first century, driven by political modernization and democratic development. Key directions for advancing inclusive education include:

a. preparing society to accept equal rights of all children;

b. promoting inclusive education's objectives through media and institutional platforms.

c. shifting from a deficit-oriented approach toward fostering individual potential.

d. diversifying school curricula to accommodate all learners' needs.

e. expanding information technologies and distance learning to ensure equal educational access; and training educators for inclusive practice (Grebennikova et al., 2016).

Inclusive education requires diverse pedagogical approaches and the development of curricula that serve all learners. Its aim is to create a humanistic educational environment in which students with disabilities learn alongside their peers, engaging in humane social interactions rather than being separated. From a pedagogical perspective, this corresponds to *humane learning*, which is based on positive interpersonal relationships between student and teacher. The humanistic relationship is defined as one grounded in personal interaction and the realization of an individual's creative potential (Rudakova, 2015).

Effective inclusive education requires a developmental and corrective learning process, collaboration between specialists and classroom teachers, and the formation of supportive humanistic interactions. This teamwork involves not a single teacher but a multidisciplinary team, including coordinators, special educators, psychologists, speech therapists, medical professionals, and parents, all working

together to create and implement individualized educational pathways (Kuzmina, 2015).

**METHOD**

The goal of inclusive education is education for all and its humanization. New humanistic methods mark a transition from segregated special schooling toward integrated education. Key aims include improving the educational system, establishing new standards, promoting humane treatment of children, and implementing interactive technologies as part of inclusive learning. Primary tasks aligned with these humanistic goals include:

a. developing state educational standards and learning environments for children with SEN that integrate psychological, pedagogical, medical, and social support.

b. enhancing scientific, methodological, financial, and regulatory foundations for inclusive education.

c. improving teacher training and retraining systems to prepare educators for work in inclusive settings

d. expanding children's access to educational environments, adaptive materials, and rehabilitation resources;

e. involving parents in all stages of the educational and rehabilitation process.

**RESULTS**

In inclusive settings, collaborative activities support children's acquisition of social behavior through participation and practice. A key component of integration involves developing curricula, learning activities, and pedagogical technologies that meet the interests of all learners. Establishing balanced working time helps students learn at a pace suited to their abilities.

Student participation in evaluating their academic and personal development is another essential indicator of successful integration. One effective tool is the *portfolio*, widely used in contemporary Uzbek education. It serves not only as a collection of student work but also as a systematic record of self-assessment, progress, and independent activity (Rudakova, 2015).

To support learners with disabilities in mastering the general curriculum, individualized learning strategies must be provided, including tailored teaching conditions, adapted task formats, personalized methods, appropriate timelines, and

flexible assessment processes. Such adjustments may be included in individualized educational plans.

## DISCUSSION

Inclusive education can be realized in general schools that offer adapted instructional environments for SEN learners. Based on recommendations from psychological-medical and psychological-pedagogical commissions, educators create individualized curricula for use in inclusive or specialized classrooms (Martynova et al., 2015).

One major challenge lies in identifying and supporting children with special needs through a humanistic approach. This category includes learners with emotional, physical, and intellectual difficulties, gifted learners with special requirements, and typically developing children who may experience somatic or neurological conditions (Rudakova & Alekseenko, 2004). Increasing diversity in student populations highlights the growing necessity of inclusive schools.

## CONCLUSION

The analysis shows that addressing the complex challenges of inclusive education requires a systematic reorganization of teacher preparation and broader educational structures. Inclusion represents substantial changes in the values, perceptions, and pedagogical practices within the entire educational system. In essence, inclusive education involves a humanistic transformation—of philosophy, curriculum, teacher roles, parental engagement, and institutional culture.

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