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METHODOLOGY OF EFFECTIVE ORGANIZATION OF INCLUSIVE EDUCATION

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ABOUT ARTICLE

Key words: Education, research, new system, elementary education, draw out.**Received:** 02.11.2024**Accepted:** 07.11.2024**Published:** 12.11.2024**Abstract:** In this article Student teachers need education, practice and support in conducting action research in and with school communities. This is important because action research can be a very meaningful process and support a holistic, whole school approach to inclusive education.

INTRODUCTION

Teaching skills and methods Analysing the situation Teaching which is not learner-centred This issue relates to an overarching approach to teaching. Teaching methods which are teacher-centred, not learner-centred, are not inclusive because they are not flexible enough to adapt to the diverse needs of different learners, nor are they well suited to draw out and build on learners' individual talents, backgrounds, and experiences. Teacher-centred methods also tend to approach learning as instrumental, fixed, or predefined and not as the active process that learning actually is and should be. Additionally, a teacher-centred approach views learners as passive recipients of knowledge rather than active participants in creating knowledge.

A lack of interactive and varied teaching and learning approaches Following from the previous point, there are several methodological problems which lead to teaching and learning which is dull, inaccessible for some and generally non-inclusive. These include: a lack of variance (diversification) in approaches to teaching; an overreliance on rote teaching (in which teaching and learning is mainly focused on the teacher 'delivering' knowledge to learners in the form of lecturing and in which learner response is based on repeating back what the teacher has delivered) and a lack of balance between individualized instruction and group work which promotes interaction between learners. This is not just about the style of engaging with teaching and learning content, but also the way classrooms are organized. If learners are made to sit in desks arranged permanently in rigid rows with the teacher based mainly at the front of the classroom, this too works against inclusive teaching. This rigid, teacher-centred approach to classroom organization is typical in many classrooms in the region and as a first step this must change to promote participatory and inclusive learning.

Pedagogy of the Oppressed. London, Penguin, p. 53. 10 Promoting Inclusive Teacher Education: Methodology Example from Viet Nam The 'New School' model 5 Student teachers are being educated to teach within a 'New School' model which is being developed nationally to realize inclusive education. This model supports small class sizes, and small group sessions. The 'New School' model:

- breaks learners into small groups for discussion;
- allows learners to study at their own pace;
- establishes a learning corner in the classroom (this is subject based, such as a Math corner);
- supports learner feedback on teaching (e.g. through a 'magic box' in which learners are encouraged to put comments or letters to teachers);
- offers possibilities for multigrade classrooms (e.g. in which 2-3 grades are taught together);
- supports parents' participation through Parent Teacher Associations
- encourages community participation; and
- provides support for teachers in using (1) teacher guidelines, (2) student textbooks, and (3) student workbooks (subject based). This approach to teaching, learning and organizing will require specific support in inclusive teaching methodology, in both pre-service and in-service teacher education. Teaching methods which are only appropriate for some learners Certain teaching methods (e.g. teacher-centred, lecture-based methods) favour the quickest, most able learners at the expense of slower learners, learners who do not know the language of the classroom well, and learners with disabilities. If a learner struggles with listening and memorizing, it follows that teaching which depends entirely upon a teacher lecturing and rote memorization risks excluding that learner. However, it is not that one particular method of teaching, or classroom management, is always best. As all learners have different learning needs and strengths, any particular teaching method which is used to the exclusion of other methods (e.g. only using rote learning through call and response, or only group work) risks reducing the quality of the learning experience, if not excluding some learners.

Regional Expert Meeting Report: Inclusive Education through Quality Teacher Education in Asia-Pacific. Bangkok. Approaches to teaching which do not encourage teachers to innovate and adapt curricula and materials to fit local community and classroom contexts Teacher's lack of skills and confidence in developing locally relevant curricula and materials and contextualizing teaching to fit local contexts is a major barrier to inclusive education. In most countries, school curricula are centrally developed and the role of teachers is to implement the curriculum. Some countries allow schools to choose content for local curriculum. Whether in a centralized or decentralized system of curriculum development, a teacher's role is to adapt the curricula to the local context so that it is relevant to the learner, family and the community. Although there is some overlap between local community contexts and classroom contexts in schools (e.g. mother tongue languages), these are definably different areas: • Locally relevant curricula and materials in relation to communities address local culture and circumstances (e.g. indigenous knowledge, the socio-economic situation, rural or urban life); • Locally relevant curricula and materials in relation to classrooms address the needs of specific learners in the classroom (e.g. linguistic and learning needs). Teacher education institutions which do not encourage students' creativity and initiative in the area of materials and curricula adaptation and development, can result in teachers who have less ability to be flexible and responsive to the contexts of their schools and learners, lack independence and professional confidence, and are overly reliant on existing curricula materials. This is a particular problem for teachers who end up working in schools where there are limited and/or poor quality teaching and learning materials. Even high quality curricula and materials benefit from adaptation to fit the specific contexts teachers find in their communities, schools and classrooms. A lack of relevant formative⁶ continuous and authentic assessment Assessment which is overly prescriptive and inflexible, without clear goals or

purpose, and which is not linked to learning objectives, will likely miss the actual dynamics and process of learning that occurs in schools and classrooms and may only provide a partial, if not misleading, picture of the learning taking place. Forms of assessment which are imposed from 'above' without being understood by teachers and learners can be alienating and there is an added risk that such assessment may be applied inaccurately

Additionally, although assessment of learning is important, a lack of assessment for learning, in which the assessment is formative, that is, part of the learning process, is not conducive to inclusive education. When teacher education institutions do not prepare their students to understand and engage in continuous formative assessment, i.e. assessment which is ongoing (not a stand-alone test at the end of term or year) and which is geared towards understanding the process of learning a learner goes through, it will be difficult, when the students themselves become teachers, for them to gauge and support children's learning (and adapt their teaching accordingly). In the Asia-Pacific region, there is heavy reliance on high-stakes examinations as a means of assessing student achievement and this does not contribute to learning and inclusive education.

A lack of experience in using personalized learning approaches for students

Following from the previous point, high quality assessment is dependent upon teachers understanding the specific capacities, needs and contexts of individual learners. Without knowledge of and experience in using individual learning plans (e.g. Individualized Family Services Plans; Individualized Educational Programmes; Individualized Transition Plans / Equivalency Programmes), student teachers will struggle to understand their learners' needs and progress when they begin work as teachers.

Questions you can ask to help you analyse the situation in your context before embarking on advocacy

- Do teacher education classes in your institution support student teachers to understand and engage in learner-centred teaching and the personalization of teaching and learning?
- Do teacher education institutions adopt continuous formative and authentic assessment alongside more formal, summative assessment?
- Are student teachers exposed to a full range of teaching methods which address learners' different needs and strengths (e.g. taking into account different sensory perceptions in learning such as visual, auditory, kinesthetic; learners' attention and self-awareness; memory; individual attention; grouping, etc.) and the need for a diverse and varied approach to using such methods?
- Are learner-centred teaching methods modeled in the actual teaching that takes place in your teacher education institution?
- Are student teachers and teacher educators empowered and supported to adapt and develop locally relevant curricula and materials to address learners' specific community and classroom learning contexts?
- Does the ministry of education develop and implement policy which supports learner-centred teaching and continuous formative and authentic assessment both in teacher education and in schooling?

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