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Interdisciplinary Nature of The Methodology for Organizing Inclusive Education

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Abstract: This article outlines the interdisciplinary nature of the methodology for organizing inclusive education. It examines how the general philosophical level is expressed through principles, operations, and techniques common to all fields of knowledge possessing a universal scientific character.

Keywords: Inclusive education, concepts of inclusive education, systemic approach, axiological approach, anthropological approach, synergetic approach, person-centered approach, activity-based approach, competence-based approach, interdisciplinary nature of the methodology for organizing inclusive education.

Introduction: The pedagogical phenomena and processes arising in the context of inclusive education are studied in accordance with the methodology of scientific research. The methodology of research activity is a set of methods and principles for shaping scientific studies. The methodology of research activity includes general philosophical, general scientific, and specific scientific levels. The study of inclusive education models in inclusive educational institutions is based on one of the branches of philosophy and relies on specific scientific positions, concepts, and theories [1, 2].

The general philosophical level is expressed through principles, operations, and techniques common to all fields of knowledge possessing a universal scientific character. The general philosophical principle of the systemic-structural approach examines inclusive education as an integral system with specific characteristics and values. The historical principle seeks

to understand the dialectics of the development of education for individuals with psychophysical impairments, aiming to grasp the essence and causes of developmental processes.

The specific scientific level of methodology refers to methods and principles used exclusively within a particular science. In pedagogical research, a personal approach such as “the individual is the main goal of education,” and an activity-based approach such as “the development of personality is carried out through interaction with the social environment,” are applied [3; pp. 17–18].

The descriptive method allows characterizing the specific features of foreign models of inclusive education. The statistical method, applied in comparative pedagogy, analyzes quantitative indicators for the development of the educational system. Statistical data include information on students with disabilities, mastering general curricula or vocational education, and the number of inclusive educational institutions across various regions of the country, etc. The comparative method allows distinguishing both general and specific characteristics in the development of inclusive education across different countries and their respective legislations [3; pp. 19–20].

The interdisciplinary characteristics of the methodology for organizing inclusive education include the following aspects (see Figure 1):

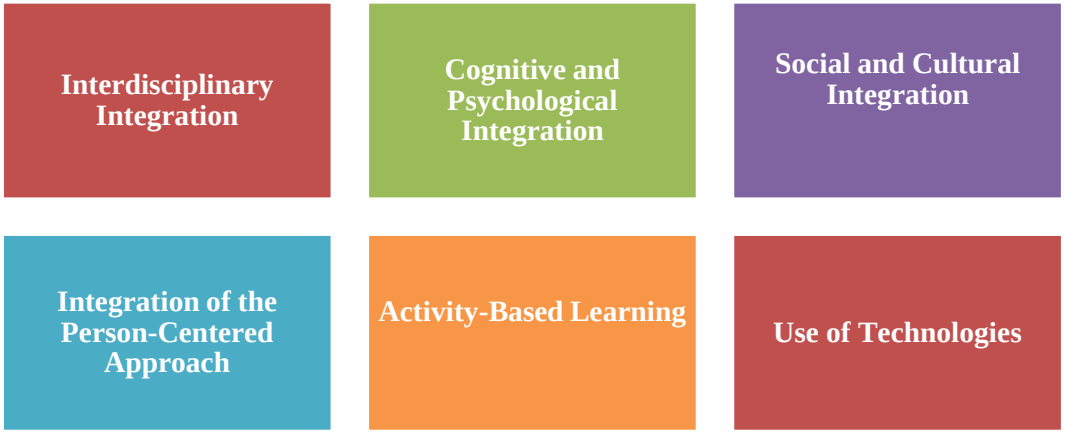

Figure 1. Interdisciplinary Characteristics of the Methodology for Organizing Inclusive Education

The interdisciplinary characteristics of the methodology for organizing inclusive education reflect the interconnected and integrated facets of the education system. Since inclusive education requires taking into account the diverse needs and characteristics of learners, it necessitates the integration of various interdisciplinary approaches, methodological tools, and academic disciplines. On the one hand, this integration enhances the effectiveness of education, and on the other hand, it ensures that the individual needs and abilities of learners are addressed.

1. Interdisciplinary Integration. In inclusive education, integration across various disciplines helps enhance students' knowledge and skills. Through such integration, learners develop the ability to apply acquired knowledge in different contexts, connect ideas, and reinforce learning. Teachers present knowledge not only within individual subjects but also in an interconnected and integrated form. For example, linking mathematical problems with natural science, economics, or art allows students to explore subjects in relation to one another.

2. Cognitive and Psychological Integration. When uniting students in an inclusive learning environment, it is essential to consider their cognitive and psychological characteristics. This includes analyzing students’ learning styles, abilities, and psychological features across disciplines and incorporating them into interdisciplinary methodologies. By acknowledging learners’ individual needs and psychological traits, interdisciplinary methods can provide tailored support—for instance, adapting instruction based on whether students learn better visually, auditorily, or kinesthetically.

3. Social and Cultural Integration. Accounting for social and cultural aspects plays a crucial role in inclusive education. This approach utilizes interdisciplinary methods to develop effective teaching strategies based on students’ cultural identities and social contexts. Interdisciplinary integration should also relate to these aspects—for example, when studying knowledge related to different cultures, integrated subject curricula can help develop intercultural understanding. This methodology enhances students' ability to work in teams, respect other cultures, and express their own

opinions.

4. Integration of the Person-Centered Approach. Another interdisciplinary feature of inclusive education is the application of the person-centered approach. This methodology focuses on supporting learners according to their personal needs. Interdisciplinary approaches serve to create individualized learning opportunities that consider students' interests, capacities, and requirements—e.g., by creating tailored learning pathways that match each student's profile through individualized instruction.

5. Activity-Based Learning. Encouraging active learning is critical in inclusive education. This methodology supports learning through practical engagement, involving students in interdisciplinary, integrated tasks. The learning process should promote active participation via interdisciplinary activities. Students do not just passively receive knowledge; they actively engage in the learning process by integrating knowledge from different subjects.

6. Use of Technologies. The use of technologies in inclusive education also facilitates interdisciplinary approaches. This methodology includes applying modern technological tools to support instruction tailored to various learner needs. Through electronic materials, software, and interactive tools, interdisciplinary integration becomes more accessible—for example, students can simultaneously study multiple subjects using online platforms, virtual labs, or multifunctional technologies.

The interdisciplinary characteristics of the methodology for organizing inclusive education contribute to the unity of the education system. Integration across various disciplines, consideration of individual learner needs and capabilities, respect for social and cultural differences, a person-centered approach, and activity-based learning all enhance the effectiveness of inclusive education. These approaches form the necessary methodological foundation for successfully implementing inclusive education in practice.

CONCLUSION

In conclusion, general scientific research methods include formal and dialectical logic. The use of the laws and operations of formal logic allows for examining the structure of concepts and the relationships between them. It also facilitates the rethinking of societal attitudes toward persons with disabilities, as well as the development of new educational models for them. Today, terms such as "disabled children," "abnormal children," or "defective children" are considered inappropriate when referring to students with disabilities. Formal logic helps clarify the content of the term "students with disabilities." Dialectical logic explores the common and differing aspects between current concepts and those previously used in official sources. The dialectics of societal development predict the changes in the terminology used over time.

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