RESEARCH ARTICLE

The Use Of Pedagogical Technologies And Innovative Methods In Inclusive Education

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Abstract

This article examines the use of pedagogical technologies and innovative methods in the process of inclusive education. The study reveals the essence and significance of inclusive education and analyzes the role of modern pedagogical approaches in working with students with special educational needs [1.1]. In addition, the potential of interactive methods, information and communication technologies, as well as differentiated and individualized approaches in enhancing the effectiveness of the educational process is highlighted [1.4] [1.8]. Particular attention is paid to the importance of teachers' professional competence and innovative activity in the successful implementation of inclusive education [1.10]. The findings of the study have practical significance for organizing an effective teaching and learning process within an inclusive educational environment [1.11].

K E Y W O R D S

Inclusive education, pedagogical technologies, innovative methods, differentiated instruction, individualized learning, interactive learning, ict in education, student engagement, logical thinking, reflective skills.

INTRODUCTION

Currently, inclusive education is recognized as one of the priority directions of educational policy at the global level[1.1][1.2]. Within the framework of the Sustainable Development Goals promoted by the United Nations, UNESCO, and other international organizations, ensuring inclusive, equitable, and quality education for all has been identified as a key objective[1.5]. According to researchers, inclusive education not only guarantees equity in education but also enhances students' social participation and their level of adaptation to society[1.3]. From this perspective, the use of pedagogical technologies and innovative methods in inclusive education plays a crucial role in increasing the effectiveness of the educational process, meeting learners' individual needs, and supporting their social integration[1.4].

In recent years, increased attention has also been paid to the development of inclusive education in the Commonwealth of Independent States (CIS). Scientific studies indicate that in countries such as Russia, Kazakhstan, and Kyrgyzstan, the regulatory and legal framework aimed at integrating students with special educational needs into mainstream educational institutions has been consistently improved[1.6][1.7]. In this context, the application of modern pedagogical technologies, digital educational tools, and innovative teaching methods is considered a significant factor in enhancing the quality of inclusive education[1.8].

In the Republic of Uzbekistan, the development of inclusive education has likewise become one of the key priorities within the ongoing reforms of the national education system.

According to local scholars, ensuring the right of children with special educational needs to access quality education and actively participate in social life has been elevated to the level of state policy[1.9][1.10]. Therefore, creating an inclusive educational environment through the effective use of pedagogical technologies and innovative methods in general education institutions remains an important and pressing task[1.11].

METHODOLOGY

This study was conducted at a specialized general secondary school in the Yakkasaroy district, involving two parallel 8th-grade classes. Each class consisted of 20 students, totaling 40 participants. One class was designated as the experimental group, while the other served as the control group. Research Conditions and Implementation

1.   Experimental Group: Lessons were conducted in accordance with the principles of inclusive education and organized based on the following innovative methods:

2.   Interactive Methods: Small group work, role-playing, and group discussions were used to develop students' communication and analytical thinking skills[1.2].

3.   Information and Communication Technologies (ICT): Complex topics were presented visually and comprehensibly through interactive whiteboards, multimedia presentations, and educational mobile applications[1.8].

4.   Differentiated and Individualized Approach: Tasks were adapted to the individual needs and abilities of each student[1.4].

5.   Control Group: Lessons were conducted using traditional methods. The teacher delivered explanations, assigned written exercises, and conducted question-and-answer sessions, with limited student participation.

6.   Duration of the Study: One academic term, with each lesson lasting 35 minutes. These conditions allowed for the evaluation of the effectiveness of the methods in a real classroom environment and enabled monitoring of student engagement and practical aspects of the learning process.

Objectives and Tasks of the Innovative Methods

Objective: To develop logical thinking, problem-solving, and reflective skills among students in the experimental group, while making lessons interactive and engaging[1.4][1.8]. Tasks:

➢ Adapt the learning content to each student's individual capabilities through tailored assignments[1.4].

➢ Increase student engagement and motivation[1.2].

➢ Develop logical thinking and reflective skills[1.3].

➢ Organize an effective pedagogical process in an inclusive education environment[1.11].

Stages of the Study (Example)

1.   Stage 1 – Preparation: Students were introduced to the methodology and objectives of the lesson, and all necessary materials and equipment were prepared[1.11].

2.   Stage 2 – Interactive Activities: Students completed tasks in small groups, explained their solutions through role-playing and discussions[1.2].

3.   Stage 3 – Visual Explanation Using ICT: Complex topics were demonstrated using interactive boards and multimedia, encouraging active participation[1.8].

4.   Stage 4 – Individual and Differentiated Assignments: Each student received tasks adapted to their individual abilities[1.4].

5.   Stage 5 – Reflection: Students analyzed their solutions, identified errors, and recorded suggestions for improvement[1.3].

At the end of the study, the results of the experimental and control groups were compared. This methodology allowed for the evaluation of the effectiveness of innovative methods in enhancing student engagement, logical thinking, and reflective activities[1.11].

RESULTS

The results of the study indicate that pedagogical technologies and innovative methods based on the principles of inclusive education significantly enhanced logical thinking, problem-solving, and reflective skills among students in the experimental group[1.4][1.8].

➢ Control Group: Students in the control group, who were taught using traditional methods, were mostly passive observers and completed tasks only in a standard manner. Their logical reasoning and independent thinking skills developed at a limited level[1.1].

➢ Experimental Group: Students in the experimental group, who were taught using innovative methods, demonstrated the following improvements:

➤ Interactive activities and ICT tools facilitated understanding of the lesson topics and actively engaged students in finding solutions[1.8].

➤ Differentiated and individualized assignments strengthened logical reasoning and reflective skills by considering each student's abilities[1.4].

➤ Group work and discussions enhanced communication, analytical thinking, and self-assessment skills[1.2].

➤ Student interest and engagement in lessons increased significantly[1.11].

Observations and Diagnostic Results

1.   Student participation in question-and-answer sessions reached 78% in the experimental group, compared to 42% in the control group[1.2].

2.   Logical thinking and problem-solving skills improved by 25–30% among students in the experimental group through the use of innovative methods[1.4][1.8].

3.   Reflective activity and the ability to analyze their own solutions were reinforced in the experimental group, while the control group showed limited progress[1.3].

4.   Lessons became interactive and engaging, significantly enhancing students' motivation[1.11].

Overall, the application of pedagogical technologies and innovative methods in an inclusive education setting proved to be an effective tool for 8th-grade students not only to understand the subject matter but also to develop logical thinking and reflective skills[1.4][1.8].

DISCUSSION

The results of the study indicate that the application of pedagogical technologies and innovative methods in an inclusive education setting significantly enhanced logical thinking, problem-solving, and reflective skills among students in the experimental group[1.2][1.4]. This suggests that integrating innovative and interactive methods into the lesson process plays a crucial role in promoting active student participation and developing independent thinking skills[1.2][1.3].

In contrast, the control group, which was taught using traditional methods, demonstrated considerably lower engagement and logical reasoning skills during lessons[1.1]. These findings are consistent with previous studies; for instance, Ainscow (2020) and Florian (2014) emphasized that interactive and differentiated pedagogical approaches are

effective tools for developing students' knowledge and skills[1.2][1.3].

Key points identified during the discussion

1.   Effectiveness of innovative methods: Students in the experimental group developed their understanding of the subject, logical thinking, and reflective skills through interactive activities, ICT tools, and differentiated assignments[1.4][1.8].

2.   Student engagement: Group work, discussions, and reflection activities significantly strengthened students' active participation in lessons, with a participation rate of 78% in the experimental group[1.2].

3.   Pedagogical significance: The study demonstrated that innovative methods in an inclusive education context serve as an effective tool not only for understanding the subject matter but also for developing logical reasoning, reflective thinking, and self-assessment skills[1.11].

CONCLUSION

The results of this study confirm that the use of pedagogical technologies and innovative methods in an inclusive education setting is highly effective in enhancing the logical thinking, problem-solving, and reflective skills of 8th-grade students[1.2][1.3][1.4]. Students in the experimental group demonstrated active participation during lessons by engaging in interactive activities, employing ICT tools, and completing differentiated and individualized tasks[1.8][1.4].

In contrast, the control group, taught using traditional methods, exhibited lower levels of logical reasoning, reflective thinking, and classroom engagement[1.1]. This highlights the effectiveness of innovative methods in promoting students' cognitive activity and confirms their practical significance in enhancing learning outcomes[1.11].

Furthermore, interactive methods, group work, and reflection activities increased students' motivation, made lessons more engaging and interactive, and contributed to organizing the pedagogical process in a results-oriented manner[1.2][1.11].

Overall, pedagogical technologies and innovative methods are recommended as effective tools for deepening students' mathematical competencies, developing analytical thinking, and fostering self-assessment skills in an inclusive education environment[1.4][1.8][1.11].

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