

**RESEARCH ARTICLE**

# The Importance of Teaching the Module "Content and Essence of Inclusive Education" On the Basis of Learner-Centered Education

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## Abstract

This article is devoted to presenting reflections on the importance of teaching the module "The Content and Essence of Inclusive Education" on the basis of learner-centered education.

## KEY WORDS

Pedagogue, learner-centered education, inclusive education, criterion, approach, humanism, relationship, cooperation, disability, support, individual capabilities, social model, medical model, inclusive thinkingdigital thinking, algorithmic consciousness, mediatized consciousness, collective consciousness.

## INTRODUCTION

Today's new conditions have changed the structure of training specialists with higher education, as well as the requirements for their knowledge and skills. There is now a high demand for professionals who are able to apply new knowledge in practice and understand the scope of innovative opportunities within a particular professional field.

In the main policy documents of our country in the field of education, the creation and implementation of pedagogical technologies are defined as one of the major tasks of science in the system of personnel training. The teaching process is the core of the technological preparation of the educational process. Therefore, introducing "technology" into the teaching process is considered one of the tasks of pedagogical technology.

The application of modern teaching technologies makes it possible to standardize the teaching process and achieve high efficiency. In higher education, traditional teaching

technology, due to a number of its characteristics, is increasingly coming into conflict with the needs of modern education. This is because, in such a teaching technology, the teacher's attitude toward the student is authoritarian in nature; that is, in the educational process the teacher appears as the only subject, while students perform only the role of objects. In other words, under authoritarian teaching technology, the student's initiative and independence are almost entirely lost, and instruction is carried out in a compulsory manner. In contrast, in learner-centered technologies, the student, in accordance with the essence of the national model of education, is placed at the center of the pedagogical process, and favorable conditions are created for his or her development and for the realization of natural potential.

Learner-centered education means that the personal interests and needs of students are taken into account. In this

approach, the content of education is directed in accordance with the interests of the learner's personality, and supporting his or her interests and abilities becomes the main goal.

Pedagogical scholars have developed pedagogical technologies based on a learner-centered approach in the educational process, including the following: learner-centered education, cooperative pedagogy, adaptive communicative pedagogical technology, game technology, developmental education technology, problem-based teaching technology, differentiated instruction, and individualized teaching technology. In each of these directions, education is organized by taking into account the learner's interests, abilities, opportunities, and conditions. In particular, learner-centered education places special emphasis on developing in the learner the ability to strive to overcome problematic situations through independent thinking. In the teaching process, educational goals expressed on the basis of the requirements of pedagogical technologies are achieved.

Since the rate of development of the present generation is much higher than that of previous generations, the traditional system of teaching has begun to hinder development. Under such conditions, progress can be achieved only by fully realizing the existing potential of each individual. The volume and diversity of information, the willingness to master it, and the sufficiency of available means create the necessary conditions for organizing effective individual and independent learning. In order to intensify teaching, the teacher's attitude toward the learner must change from that of a "leader" to that of a "partner" [3].

The following main principles are characteristic of learner-centered teaching technologies:

- Humanism, that is, showing comprehensive respect and affection toward the learner, helping him or her, trusting in his or her creative abilities, and completely rejecting coercion;
- Cooperation, that is, democracy, equality, and partnership in the relationship between teacher and learners;
- Free upbringing, that is, giving the individual freedom and independence to choose his or her life activity within a broad or narrow framework, and deriving results not from external influence but from inner feelings.

The communicative basis of learner-centered technologies is a humane and personal approach to the learner in the

pedagogical process.

A new view of the individual consists of the following:

- In the pedagogical process, the individual is not an object but a subject;
- Every learner possesses abilities, and many of them possess talent;
- High ethical values such as generosity, love, diligence, conscience, and others are regarded as the priority qualities of the individual.

The democratization of relationships includes the following:

- Equalization of the rights of the learner and the teacher;
- The learner's right to free choice;
- The right to make mistakes;
- The right to have one's own point of view;
- A style of relationship between teacher and learners based not on prohibition, not on control but on joint management, not on coercion but on persuasion, not on ordering but on organizing, and not on restriction but on creating opportunities for free choice.

In teaching the module "The Content and Essence of Inclusive Education," the correct application of teaching methods is regarded as a factor of quality and effectiveness. In inclusive education, the teacher's goal should be to create the necessary conditions for the full realization of the potential abilities and opportunities of every child studying in an inclusive classroom. In order to achieve this goal, the teacher must perform a number of tasks. These include the following [5]:

1. Identifying the categories of students for whom special educational conditions need to be created in the classroom.
2. Creating a favorable environment in the classroom based on students' needs, since inclusive classes may include children with hearing impairments, visual impairments, or problems with the musculoskeletal system. For example, it is necessary to leave enough space for wheelchair movement, provide special facilities such as lifting devices, ramps, handrails, and so on, ensure good classroom lighting, and equip the room with magnifying devices.

3. Creating an emotionally comfortable environment in the children's group based on cooperation and tolerance.
4. Mastering modern methods, techniques, and forms of teaching and being able to apply them to children with special educational needs.
5. Adapting teaching and didactic materials or creating new ones, such as designing tasks with different levels of difficulty, preparing workbooks in large print, posters, or presentations that make it possible to illustrate the topic.
6. Applying appropriate methods for assessing students' classroom and extracurricular activities according to their individual capabilities.
7. Cooperating with parents and being able to feel responsibility toward them.

The implementation of the above tasks requires teachers working in inclusive classrooms to possess a number of professional competencies. In inclusive education, the professional mastery of the teacher is the main factor. First of all, the teacher must possess inclusive thinking and assume responsibility for the quality of education. In this regard, it is appropriate to make use of the possibilities of learner-centered education.

Teaching the module "The Content and Essence of Inclusive Education" on the basis of learner-centered education is manifested, first and foremost, in changing the teacher's professional values and individual style of activity.

The emotional state of students studying in an inclusive classroom directly depends on the teacher's moral and value-based understanding. In a classroom where children with disabilities are present, the teacher may organize professional activity in two different ways. The first is a traditional, stereotype-based approach, in which the teacher sees children with disabilities as an "obstacle" to the education of other children. The second approach is the acceptance of change. If the teacher chooses the second approach, he or she must reconsider not only professional attitudes, but also personal beliefs and values.

Learner-centered education is manifested, above all, in correctly understanding the category of disability and explaining it properly to other students. Disability is, first and foremost, a matter of human diversity and human rights. Every member of society should fully understand disability not only through the medical or charitable model, but through the

human rights model, and should remove the barriers in their own consciousness toward persons with disabilities. In Uzbekistan, the Law "On the Rights of Persons with Disabilities" came into force on January 16, 2021. The main problem of our society lies in the stereotypes formed around the concept of "disability." This notion is still equated with defect or deficiency. This is an excessively medicalized understanding. Disability is not an anomaly or merely a medical issue. The Convention states that disability is a concept arising not only from impairments, but also from the interaction between the environment and attitudes. In other words, the emergence of this condition depends not only on the person concerned, but also on society.

The UN Convention on the Rights of Persons with Disabilities emphasizes that "disability is a condition arising from the interaction between persons with impairments and attitudinal and environmental barriers."

According to the UN CRPD (Committee on the Rights of Persons with Disabilities), disability:

– arises from the interaction between persons with disabilities and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others;– includes persons with long-term physical, mental, intellectual, or sensory impairments whose various limitations may hinder their full and effective participation in society on an equal basis with others.

The social model strengthens the social approach to disability. According to it, a person becomes disabled not because of an impairment in health itself, but because of the adverse conditions and barriers the person encounters. The medical model, by contrast, evaluates disability as illness and incapacity for work. In our country's legislation, it is precisely the medical understanding of disability that predominates. For example, the Law "On Social Protection of Disabled Persons in the Republic of Uzbekistan" defines a disabled person as "a person who, due to physical or mental impairments, has limited жизнедеятельность and is in need of social assistance and protection" [2].

By correctly shaping the category of disability in students' minds, a positive and professional attitude toward a child with special educational needs is formed. In schools, teachers are often accustomed to working with leading or high-achieving students. Such students quickly grasp the teacher's explanations, understand them, and can show good results. A

child with disabilities who attends the same school as healthy children is less likely to become a leader, because such children often have to expend more effort than others to hear, see, and understand. Teachers must be able to accept these realities correctly and establish good relationships with such students. For this, however, they themselves must first be prepared. If children with disabilities enter the classroom of a teacher who has never taught such children before, the teacher may initially fail to understand the child's way of expression or may be unable to accept the child's difficulties in mastering the material. Therefore, teachers must be trained to work with children with disabilities as well.

The analysis of the literature showed that teachers who possess such qualities as flexibility of personal and professional traits, resilience, readiness to solve problems, and a positive attitude toward themselves and the results of their work achieve better outcomes in inclusive classrooms.

Another important criterion of learner-centered education is that the teacher, regardless of the fact that students belong to different categories, must protect and respect the rights of all children. Another essential quality is the ability to establish cooperation. Cooperation and mutual exchange of ideas are important for teachers. The conclusion is that a teacher should systematically evaluate his or her own activity, regularly improve professional qualifications, apply leadership and management skills in order to work effectively with disciplined children with special educational needs and with interinstitutional groups, solve problems collaboratively, and establish broad school cooperation.

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