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UNIQUE PEDAGOGICAL METHODS FOR TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN INCLUSIVE EDUCATION

Annotation: this article analyzes the unique pedagogical methods used to teach children with special educational needs in the process of inclusive education. Inclusive education is an approach aimed at providing children with special needs the opportunity to learn in general education institutions. The article discusses methods such as differentiated instruction, multi-faceted teaching, collaborative learning, self-management, interaction, practical learning, and the use of modern technologies in detail.
Keywords: inclusive education, special educational needs, pedagogical methods, differentiated instruction, multi-faceted teaching, collaborative learning, self-management, interaction, practical learning, use of technology.

Inclusive education is an approach aimed at providing children with special educational needs the opportunity to learn in general education institutions. This process requires the effective organization of the learning process, taking into account the individual characteristics of the children. The unique pedagogical methods used in inclusive education, such as differentiated instruction, multi-faceted teaching, collaborative learning, self-management, and interaction, expand the learning opportunities for children with special educational needs and ensure their social integration.

In the field of inclusive education, Russian scholars have also conducted significant research. Their work focuses on developing effective approaches to working with children with special educational needs. Below is information about some important scholars and their research.

L.S. Vygotsky, a Russian psychologist and educational theorist, played a crucial role in developing the theoretical foundations of inclusive education. In his "Social Development Theory," he emphasized the importance of children's interactions and the social environment in the educational process. Vygotsky demonstrated the significance of interaction and collaborative learning for children with special educational needs. According to him, children learn through communication, and this process positively influences their development. A.N. Leontiev, as the founder of activity theory, emphasized the importance of activity in the educational process. He indicated the necessity of applying an activity-based approach in organizing the educational process for children with special educational needs. Leontiev's research helps to identify the importance of activity in developing children's abilities and the role of teachers in this process. T.I. Kolesnikova is one of the well-known scholars in the field of inclusive education. She has provided numerous practical recommendations for creating an educational environment for children with special educational needs and improving teachers' preparedness. Kolesnikova has focused on developing programs aimed at enhancing teachers' professional competencies in the inclusive education process.

N.A. Krylova has conducted research aimed at developing interaction and collaboration in inclusive education. She has studied teachers' approaches to working with children with special educational needs and proposed strategies aimed at strengthening their interactions and developing social skills.

Uzbek scholars have also conducted significant research in the field of inclusive education. Their work focuses on developing effective approaches to working with children with special educational needs. Below is information about some important scholars and their research. Sh.A. Abdurazakov is one of the well-known scholars in the field of inclusive education. He emphasized the necessity of applying innovative approaches in organizing the educational process for children with special educational needs. Abdurazakov has provided practical recommendations for

enhancing teachers' professional preparedness in inclusive education and creating the necessary infrastructure in educational institutions. M.A.Murodov has conducted research aimed at understanding the role of teachers in the inclusive education process and developing their pedagogical competencies. He highlighted the importance of enhancing teachers' psychological preparedness when working with children with special educational needs. Murodov's work demonstrates how teachers can effectively operate within the inclusive education process. N.A.Qodirova has conducted research focused on developing interaction and collaboration in inclusive education. She studied teachers' approaches to working with children with special educational needs and proposed strategies aimed at strengthening their interactions and developing social skills.

R.A.Tashkentova has conducted research aimed at improving teachers' professional preparedness in the inclusive education process. She emphasized the necessity of enhancing teachers' pedagogical and psychological readiness when working with children with special educational needs. Tashkentova's work illustrates how teachers can effectively function within the inclusive education process. D.A.Abdullaeva is another well-known scholar in the field of inclusive education. She has provided numerous practical recommendations for creating an educational environment for children with special educational needs and improving teachers' preparedness. Abdullaeva has focused on developing programs aimed at enhancing teachers' professional competencies in the inclusive education process. Below are the main pedagogical methods used in implementing teaching in inclusive education:

Differentiated Instruction: Differentiated instruction involves teaching that takes into account each student's individual needs, abilities, and learning styles. Teachers adapt the curriculum based on the unique characteristics of each student. This method helps children with special educational needs to develop their abilities.

Multi-faceted Teaching: Multi-faceted teaching includes providing instruction that considers various learning styles (visual, auditory, kinesthetic). This method allows children with special educational needs to learn in a way that is comfortable for them. Teachers enrich lessons with diverse materials and activities to increase students' interest.

Collaborative Learning: Collaborative learning is a method aimed at developing cooperation among students. Through this method, children have the opportunity to learn from each other, share experiences, and develop social skills. Teachers organize group work, encouraging students to help one another.

Self-management: Self-management enhances students' independence and sense of responsibility by allowing them to manage their own learning processes. Teachers assist students in setting their goals, planning their activities, and evaluating their results.

Interaction: Strengthening interaction between teachers and students makes the educational process more effective. Teachers can meet students' unique needs by listening to their thoughts and providing individual approaches. This method helps students express their opinions and engage in communication.

Practical Learning: Practical learning focuses on reinforcing theoretical knowledge through practical activities. Teachers develop students' skills by assigning various practical tasks and projects. This method allows children with special educational needs to demonstrate their abilities in practice.

Use of Technology: Modern technologies play a crucial role in making the inclusive education process more effective. Teachers use interactive learning platforms, multimedia materials, and other technological tools to enhance students' interest and enrich the educational process.

Thus, the pedagogical methods employed in the inclusive education process for children with special educational needs expand their learning opportunities and ensure their social integration. The innovative approaches and methods used by teachers help meet the individual needs of children. Scientific research conducted in this field serves to enhance the effectiveness of inclusive education.

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