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# Possibilities of Pedagogical Activities Carried Out in The Context of Inclusive Education

Abidova Nilufar Zakirovna

Associate Professor of the Department of "Pedagogy and Psychology" of Alfraganus University, Uzbekistan

**Abstract:** This article deals with the problem of the content and pedagogical possibilities of professional and pedagogical activity in the context of inclusive education. Along with this, the structure of professional and pedagogical activity is described, the main directions of the problem of inclusive competence and the content of the readiness of specialists to work in inclusive education are analyzed.

**Keywords:** Inclusive education, direction, child with special educational needs, teacher, professional and pedagogical activity, components of pedagogical activity.

**Introduction:** Analysis of psychological and pedagogical literature shows that the structure of pedagogical activity is represented by the unity of goals, motives, actions, results [1; 3; 4; 5]. It is impossible not to agree with the position of researchers who define pedagogical action as the main functional unit reflecting the unity of the goals and content of pedagogical activity, which turns from a cognitive task into a form of practical transformative action and back into a cognitive task. Thus, pedagogical activity is "the process of solving a myriad of tasks of various types, classes and levels" [5]. The structure of professional and pedagogical activity is represented by the following components:

- constructive (constructive-compositional (selection and composition of educational material, planning and construction of the pedagogical process), constructive-operational (planning their actions and the actions of students) and constructive-material (designing the educational-material base of the pedagogical process) activities;

- organizational (a system of actions aimed at involving students in various activities, creating a team and organizing joint activities) and communicative (establishing pedagogically appropriate relationships of the teacher with students, other teachers of the school, members of the public, parents) [2, 4].

Each component has a functional composition. Thus, the constructive component of pedagogical activity can be expressed as internally interconnected analytical, prognostic and projective functions, while the communicative one includes perceptive (penetration into the inner world of a person), actually communicative (establishing pedagogically appropriate relationships) and communicative-operational (active use of pedagogical equipment) functions [6]. The effectiveness of the pedagogical process is associated with the presence of constant feedback.

Structural and functional analysis of pedagogical activity in inclusive education allows you to organize its components into such components as diagnostic, constructive and design, organizational, communicative, reflexive, prognostic components, as well as determine the functional purpose of each component.

The diagnostic component is determined by such functions as determining the nature and quality of the individual educational needs of students. That is, identifying the causes of difficulties in implementing educational activities, communication and interaction in a children's team; based on the results of pedagogical diagnostics, it is possible to develop individual educational programs, determine the educational needs of students, taking into account the specific characteristics of the education system.

The constructive and design component includes the selection of educational material and the formation of its structural functions, adapting it to the various educational needs of children; selecting teaching methods that meet the educational needs of all students; determining the conditions for using special teaching methods and tools that are compatible with special educational materials; planning and building the educational process taking into account the individual capabilities and individual educational needs of students; includes the definition of vectors and the content of the interaction of participants in the support group of a student with special educational needs in the educational field, etc.

The organizational component is characterized by such functions as involving students in various activities, organizing joint activities and communication; work on the development of parental initiative; organizing

coordinated activities to accompany the student with special education in the educational field.

The functional purpose of the communicative component is the acceptance of each student by the teacher, the establishment of pedagogically appropriate relations of the teacher with all participants of the inclusive educational environment, social institutions, public organizations, etc. The reflexive component is reflected in the analysis of the effectiveness of one's own activities, the activities and interaction of students, the results of communication and interaction with all students.

The prognostic component includes the functions of designing differentiated educational outcomes taking into account the individual capabilities and special educational needs of students; predicting the life prospects of children with special educational needs and ensuring their inclusive educational conditions, etc.

The components of professional and pedagogical activity have non-linear concentric functional relationships due to the content of the practical tasks being solved. The effectiveness of the implementation of each function is determined by the readiness to perform it, which, in turn, is based on the academic set, that is, knowledge of the methodology and terminology of a particular field of knowledge helps to understand the relationships of the system operating in it.

Functional analysis of professional and pedagogical activity in the context of inclusive education made it possible to identify the main areas of problems of inclusive competence of future speech therapists and to predict their causes.

Thus, the orientation of the problem of "speech therapist - "special" child" can be based on the following reasons: the teacher is afraid to communicate and teach different children in one educational space, because he does not have the necessary knowledge and skills. Also, there is a fear of harming the child; rejection of certain categories of children with health and mental disabilities; the teacher has not formed professional and pedagogical competencies; there is no experience in studying the educational needs of all children and taking into account their specific characteristics in practical pedagogical activities; there is a lack of knowledge about the specific features of the educational activities of different categories of students and the ability to identify their causes, etc.

The specificity of the conditions of a teacher's professional activity in inclusive education is determined by the subjective nature of the educational environment, the characteristics of the educational environment, the participants of which are students with special educational needs, typically developed

students, defectologists, pedagogical psychologists, social pedagogues, etc.

The listed areas of problems determine the characteristics of the professional activity of a teacher in the context of inclusive education.

The proposed general content of the academic disciplines that make up the curriculum for the training of future teachers does not assume and does not take into account the subjective basis of the inclusive educational environment, as well as the need to master new didactic and methodological tools. Perhaps it takes into account the individual educational needs of students.

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