# INCLUSIVE EDUCATION: PEDAGOGICAL METHODS FOR WORKING WITH CHILDREN WITH DISABILITIES

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**Abstract**

This article analyzes the concept of inclusive education, its significance, and the pedagogical methods used in working with children with disabilities. It is emphasized that in the process of inclusive education, it is important to take into account the individual needs of each child, provide them with equal opportunities and ensure their social adaptation. The article presents modern pedagogical tendencies and methods, as well as recommendations for teachers.

**Keywords**: Inclusive education, children with disabilities, pedagogical methods, individual approach, social adaptation, quality of education.

## Introduction

The concept of inclusive education is gaining more and more attention in modern education systems. Inclusive education is an approach that seeks to ensure that all children, including those with disabilities, have access to an equitable and quality education. This form of education is based on respecting and inclusive the specific needs of all children, taking into account any differences in society. The concept of inclusive education is based on the stability and fairness of the education system and ensuring the rights of all citizens. Children with disabilities are integral to our society and it is important that they fulfil their full potential by studying in a learning environment adapted to their needs. The main task of this process is to create complete conditions for the social, emotional and intellectual development of the child. Therefore, inclusive education is a comprehensive pedagogical approach that is beneficial not only for children with special needs, but also for all students.

In recent years, states and international organizations have identified the introduction and development of inclusive education as a top priority of their policies. Laws, norms and programmes implemented in this direction contribute to increasing the level of access to education for children with disabilities. Also, significant work is being done towards eliminating negative stereotypes and misconceptions in society. In the process of inclusive education, teachers' pedagogical qualifications, knowledge of special approaches and methods is very important. Because every child has different needs, some require special help and support. The task of teachers is to create a learning environment where every child can develop his or her abilities to the fullest. This will improve the quality of the educational process and provide positive results for all involved. Today, pedagogical approaches, methods and technologies for inclusive education are constantly being improved. Therefore, there is a need for teachers and professionals to study and apply these approaches in depth and practice. As knowledge grows about modern pedagogical

methods and strategies of effective work with children with special needs, the opportunity to provide a comfortable, supportive and stimulating environment for such children in educational institutions expands.

## LITERATURE REVIEW

The concept of inclusive education is a widely studied topic in pedagogy and special education. The Principles of Inclusion in Education, as presented by UNESCO (2009), emphasize equal opportunities for all children and note the need to involve all segments of society in the process [1]. Based on this principle, inclusive education supports not only children with disabilities but also their social and academic development by bringing together students from a wide range of backgrounds. Booth and Ainscow (2002) describe inclusive education as a systematic approach to expand learning and participation in education. They believe that in order to achieve inclusiveness, it is necessary to change both pedagogical and social conditions in schools [2]. This requires high competence and flexibility from teachers.

Tomlinson (2014) shows the importance of a differential approach in education. As he noted, learning methods tailored to individual needs activate students and increase their success in the learning process [3]. This approach is especially important for children with disabilities and is a key tool in creating an equal environment for them. In the field of special pedagogy, Kozulin et al. (2003) build on Vygotsky's theory of social development, emphasizing learning through interactive and social activity in education. Their research shows that for children with disabilities, communication and cooperation are an integral part of the educational process [4]. Also, Loreman et al. (2007) note that teacher training plays an important role in the implementation of inclusive education. They believe that teachers need special qualifications and methodological knowledge to work effectively with children with special needs [5]. Psychological approaches also play a large role in the most recent research. Elias (2006) argues that the development of social-emotional skills is key to success in the educational process, indicating that this is especially relevant for children with disabilities [6]. Creating a positive emotional atmosphere in the educational environment increases children's motivation and facilitates their adaptation to society.

## ANALYSIS & RESULTS

The effectiveness of working with children with disabilities in the process of inclusive education depends to a large extent on supporting them and taking into account their individual needs. Pedagogical approaches must be adapted for students to have different abilities and opportunities and to be successful in their learning environment. As a result of relying only on general standards in the educational process, many children are unable to fully realize their abilities. Therefore, an individualistic approach in inclusive education is one of the most basic criteria. In inclusive schools, teachers have a deep understanding of the special needs of children with disabilities and develop lesson plans and methods that are tailored to them. This approach motivates students, allows them to test their abilities, thereby increasing their interest in education. For example, using more hands-on activities, visual indicators, and interactive techniques in the learning process can help students understand the topic better. This is especially important for children who are hard of hearing or visually impaired. In addition, the cooperative teaching method is widely used in inclusive education. In this method, children are divided into small groups, where they work

together, solve problems and share knowledge. The results show that this approach is very effective in developing children's social skills. When children with special needs actively participate in the group, they feel like a full-fledged member of society, which increases their self-confidence. At the same time, healthy learners also develop skills of mutual respect and solidarity. Another important aspect of inclusive education is special teacher training and continuing training. To effectively work with children with special needs, teachers must be well versed in not only general pedagogy, but also special pedagogical methods. This requires additional training and ongoing training for teachers. A qualified teacher will be able to adapt his/her lessons, will provide appropriate support to the individual development of the child and will set up the necessary support systems. In this regard, in many education systems, special courses on inclusive education are being organized for teachers.

Close collaboration with parents and the community also plays an important role in the inclusive education process. The success of a child in education largely depends on the activity of his family and how involved he is in the educational process. Regular contact with parents, acquaintance with them of the educational process, special assistance and consultations will help children achieve more success in the learning process. It also requires the cooperation of all parties in overcoming negative attitudes in society and creating an inclusive environment. The role of psychological support in the educational process is also very large. Children with disabilities often face specific social and emotional challenges. Therefore, it is so important to create a positive and motivating environment for them. The collaboration of psychologists and educators is a form of support services that help children feel free, cope with stress and difficulties. This will increase their interest in learning and ensure that they participate effectively in the learning process. The use of technology in the pedagogical process is also an important factor in improving the effectiveness of inclusive education. With the help of modern information and communication technologies (ICT), lessons can be organized visually and interactively. With the help of special programs and devices, the learning process of children with disabilities becomes easier. For example, programs that convert text to sound for children with hearing impairments, screen magnifiers for visual impairments are widely used. These technologies allow children to participate equally in the educational process. It is also important to adapt the grading system in the education process. It is recommended that adapted and differential assessment methods be used instead of traditional tests for children with disabilities. It helps to fairly assess the actual knowledge and skills of the learner. A flexible grading system increases students' motivation and encourages them to participate more actively. The results show that the effectiveness of inclusive education largely depends on the convenience of the school and classroom environment, the training of teachers, and the active participation of parents and the community. When these three areas work together, children with disabilities are significantly more likely to succeed in education. But this process requires constant attention, resources, and a systematic approach. In addition, inclusive education is also very important for children's social development. Studying together at school, helping and supporting each other develops respect and understanding among different children in the community. This, in turn, helps to reduce discrimination in society and strengthen social integration. Therefore, inclusive education not only improves the quality of education but also has a positive impact on social sustainability. Every child has unique abilities and capabilities. Creating equal conditions for them in an inclusive education system will be the basis for their active participation in social

life, self-realization and development of independence. This, in turn, will serve to make society more inclusive, equitable, and humane.

## CONCLUSION

Inclusive education is an integral part of the modern education system and is an important approach aimed at ensuring the full participation of children with disabilities in the learning process. Research and analysis show that for inclusive education to be effective, it is necessary to continuously improve pedagogical methods, improve the skills of teachers and create an educational environment adapted to individual needs. Also, establishing close cooperation with parents, psychologists and community representatives are important factors ensuring the success of inclusive education. The use of interactive, differential and cooperative pedagogical approaches in working with children with disabilities has a major impact on their social and academic development. Modern technologies and adapted assessment systems make the education process more effective and help children realize their full potential. Therefore, inclusive education has an important role to play in creating a sustainable and equitable future not only for children with disabilities but for society as a whole. The overarching goal of education is that every child has equal rights and opportunities, feels respected and supported.

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