ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

INNOVATIVE PEDAGOGICAL APPROACHES TO SHAPING SOCIAL ACTIVITY IN THE CONTEXT OF INCLUSION

Khamrayeva Oynisa Farxod kizi
Senior Lecturer, Department of Pedagogy, Fergana State University
Doctor of Philosophy (PhD) in Psychology

Abstract: This scientific thesis highlights the role and significance of innovative pedagogical approaches in shaping students' social activity within inclusive education settings. In addition, pedagogical technologies, methods, and modern approaches that ensure social integration are analyzed.

Keywords: inclusive education, social activity, innovative pedagogy, pedagogical technologies, personal development, social integration, modern education, students with special needs, educational equality, cooperative learning, student-centered learning, ICT, motivation, interactive methods.

Nowadays, one of the important directions of reforms in the field of education is to create equal opportunities for all segments of society, particularly ensuring the successful integration of children with physical or psychological limitations into society. From this perspective, inclusive education—a system that provides all students with equal access to quality education—holds significant relevance. Developing students' social activity in an inclusive environment is a crucial factor in facilitating their adaptation to society and fostering an active civic position.

At the core of all ongoing reforms in our country is primarily the concern for the holistic development of future generations, ensuring that children grow up fully capable and competitive on the global stage. In particular, the social protection of orphans, children left without parental care, children with disabilities, or those with developmental challenges has always been a priority task for the state and society. In this regard, the Republic of Uzbekistan focuses on ensuring the rights and freedoms of people with developmental challenges, providing equal opportunities, eliminating limitations and barriers in daily life, applying modern approaches to organizing and managing education, and enhancing its quality and effectiveness, as well as promoting social inclusion.

Significant efforts are being made to ensure the continuity and accessibility of education for various segments of the population. During childhood, a person is highly susceptible to psychological and pedagogical influences. Taking into account the developing child's body and the limitless potential of brain structures, correctional-pedagogical, psychological, and medical interventions are organized to reduce primary impairments and prevent secondary complications. All of these measures are factors that prepare children with developmental challenges to live independently and self-sufficiently.

The social rehabilitation and adaptation of children is a highly demanding field that requires professional approaches, as it involves not only cultivating inner qualities but also gradually developing with the advent of new technologies and innovations. Research has been

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

conducted in our country to study the social adaptation of children with disabilities through inter-agency collaboration and initiatives.

In 2007, the "Inclusive Education in Uzbekistan" project was implemented with the support of the Social Initiatives Support Fund. The project involved collaboration between the Ministry of Public Education of the Republic of Uzbekistan, the Ministry of Higher and Secondary Specialized Education, the "Umr" Center for Children with Disabilities in Navoi, the "Hayot" Center for People with Disabilities in Samarkand, the "Istiqbolli Avlod" Center in Jizzakh, the "Umid" Center for Supporting Initiatives in Qarshi, Kashkadaryo Region, the "Imkon" Center for Children and Families with Disabilities in Termez, the "Ziyo" Center for Children with Special Needs in Kokand, Fergana Region, targeted local government administrations, and the Embassy of Switzerland in Uzbekistan.

Within the framework of this project, children with disabilities received education and training in inclusive settings based on inclusive technologies at selected preschools, schools, vocational colleges, and academic lyceums in Tashkent, Gulistan, Qarshi, Samarkand, Termez, Andijan, Kokand, Nukus, Bukhara, and Urgench. In our country, favorable conditions are being created for the education and social adaptation of children with disabilities. Integrating them into society, first and foremost, aims to restore their health as much as possible through the "General Education Project for Children with Disabilities."

The work is primarily based on the utilization of inclusive education opportunities. As a result, studying the pedagogical and psychological characteristics of organizing inclusive education, its unique potentials, identifying related challenges, and substantiating aspects of its effectiveness has become a pressing scientific issue. Inclusive education provides a favorable environment that ensures full participation in the educational process for all children, regardless of their physical or mental condition.

In particular, it facilitates children who require special support to communicate with others, grow up capable of meeting the demands of social environments, acquire skills to meet their daily needs, adapt to life, study on equal terms with healthy peers in general education schools, develop friendly relationships with them, keep up with lessons on time, and approach tasks responsibly.

With this in mind, the present monograph aims to substantiate the specific indicators of effectiveness of inclusive education and identify the necessary pedagogical and psychological approaches to implement it in a continuous education system, starting from family and preschool institutions up to higher education. Notably, inclusive education can create favorable conditions not only for children with disabilities but also for students growing up in healthy family environments, across preschools, schools, academic lyceums, and vocational colleges, including those with varying levels of academic achievement. This approach promotes positive mutual influence among students, yielding beneficial outcomes.

However, differences between healthy children and children with disabilities can sometimes become noticeable. A child with a disability may feel shy, hesitant to join peers, unable to utilize their potential, experience embarrassment, or face discrimination. Some children may also exhibit stubbornness or capriciousness due to being overly indulged at home.

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

In such cases, adjustments in educational practice and the organization of educational services are necessary. All of this highlights the inherent complexity of the inclusive education process and the high demands and responsibilities placed on teachers, class supervisors, caregivers, and vocational instructors working in this field.

The introduction of inclusive education across family, preschool institutions, general education schools, vocational colleges, and higher education institutions has shown that societal attitudes toward persons with disabilities are changing. This, in turn, can serve as a factor in their future success. Inclusive education enables children with disabilities to participate actively and consistently in all activities within the general education process. As a result, it prevents the formation of stereotypes, and individualized support does not isolate children with disabilities from society. They gain the opportunity to generalize and apply the skills they acquire.

The inclusive education strategy, developed for persons with disabilities and implemented systematically in society, ensures continuity and consistency in learning. The system—family → preschool → school → vocational college → employment—creates the foundation for parents to confidently and safely enroll their children with disabilities in general education schools and higher education institutions in the future.

Inclusion is an English term derived from “to include” or “to integrate.” In the context of education, this term refers to the process of teaching students with special needs together with healthy peers in general education schools.

Inclusive education is an educational process organized by taking into account students’ abilities, individual psychological and physical limitations, and learning characteristics. Moreover, inclusive education is a state policy aimed at removing barriers between children with disabilities and healthy children, integrating children who need inclusive education into the general education process, and helping them adapt to social life regardless of developmental challenges or economic difficulties.

Inclusive education involves teaching students with physical and psychological limitations together with healthy peers. It is implemented based on several key principles, including:

- The principle that a person’s value is not determined by their abilities or achievements;
- The principle that every individual has the capacity to feel and think;
- The principle that every individual has the right to communicate and be heard;
- The principle of mutual need and interdependence among individuals;
- The principle that a student-centered educational process should be carried out through clear collaboration;
- The principle that every student needs support and friendly relationships from peers;
- The principle that inclusive education should ensure the development of all aspects of a student’s life, embracing diversity.

In conclusion, fostering social activity in inclusive education is a complex but necessary process. It contributes not only to the personal development of students but also to finding their place in society. In this regard, innovative pedagogical approaches serve as an important tool.

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

The extensive use of methods and technologies that help reveal each student's potential in modern education is one of the quality indicators of inclusive education.

References

1. Hamrayeva, O. F. Q. (2023). OLIY TA'LIM MUASSASASI TALABALARINI KOMMUNIKATIV KOMPETENTLIGINI RIVOJLANTIRISHNING AYRIM JIHATLARI. Oriental renaissance: Innovative, educational, natural and social sciences, 3(1), 537-544.

2. Hamroyeva, O. F. (2023). OLIY TA'LIM MUASSASASI TALABALARINI KASBIY-KOMUNIKATIV KOMPETENTLIGINI RIVOJLANTIRISH. Oriental renaissance: Innovative, educational, natural and social sciences, 3(4), 985-991.

3. Hamrayeva, O. F. Q. (2023). OLIY TA'LIM MUASSASASI TALABALARINI KOMMUNIKATIV KOMPETENTLIGINI RIVOJLANTIRISHNING AYRIM JIHATLARI. Oriental renaissance: Innovative, educational, natural and social sciences, 3(1), 537-544.

4. Hamidovna, M. K. (2023). ABU NASR FOROBIYNING TA'LIM-TARBIYA BERISHGA OID PEDAGOGIK QARASHLARI. Journal of new century innovations, 35(1), 71-73.

5. Xoliqova I.B.(2025) "Pedagogik qadriyatlar asosida o'quvchilarni tarbiyalash mexanizimlari". Interdiscipline innovation and scientific research conference.GREAT BRITAIN online conference. 303-307-b.