

INNOVATIVE MODELS OF DIFFERENTIAL EDUCATION IN INCLUSIVE CLASSES

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Abstract: This article provides a deep scientific analysis of innovative models of differentiated education in inclusive classes, their theoretical foundations, practical significance and methodological approaches. In the course of the research, pedagogical strategies aimed at supporting students with diverse needs, modern technologies and elements of individualized educational design were studied. The article also highlights the psychological and pedagogical factors of differentiation, organizational and methodological mechanisms and innovative models and concepts integrated into the teaching process with practical examples. The results obtained create new scientific and practical opportunities for improving inclusive education.

Keywords: inclusive education, differentiated education, innovative educational models, pedagogical technology, students with special needs, individualized instruction, instructional design, equity in education, supportive strategies, adaptive methods.

Innovative models of differentiated education in inclusive classes, as one of the central research areas of modern pedagogical thinking, are causing widespread scientific debate and practical applications worldwide. The modern educational process clearly demonstrates the sharp differences in the level of mastery, pace of development, socio-emotional state, motivation and individual needs of each student, and has shown that the lesson process organized on the basis of a single standard does not affect all students equally. In particular, these differences are even more pronounced in inclusive classes, since in such classes students with different levels of general development, special needs, and psychophysiological characteristics receive education together. Therefore, an in-depth study of innovative models of differentiated education, their adaptation to local educational practice, increasing the methodological competence of teachers and creating adapted assessment systems have become a priority task today.

The concept of inclusive education, by its very nature, involves the establishment of an education system that is fair, sustainable and equal in opportunities. As Ainscow (2005) noted, inclusive education is not only about admitting children with special needs to school, but also about creating an environment that is adapted, supportive, and developmental for all students [1]. The role of differentiated education in this process is invaluable. Because it reduces barriers to learning, individualizes student activity, covers all students in the classroom, and ensures that students achieve success at the level of their abilities. The main essence of differentiated education is to adapt educational material, methods, assessment forms, and teaching pace to the needs and capabilities of students. Tomlinson (2014) defines this method as “the practice of leading students of different levels towards the same goal through different methods” [3]. This approach is especially important in inclusive classrooms, where it is natural for students to have differences in cognitive functioning, motor coordination, speech development, social adaptation or sensory abilities. The Individualized Learning Plan (ILP) model is one of the main tools of inclusive education. This document, which is drawn up individually for each student, includes the student’s developmental pace, difficulties, strengths, types of additional support, adapted methods and assessment criteria. Research by Ainscow (2005) shows that ILP improves the

quality of learning not only for students with special needs, but also for children in general classes [1]. This plan carefully plans the student's daily activities, homework, practical exercises and developmental tasks.

The modular education model reflects a consistent and systematic form of a differentiated approach. A module is an independent learning unit with clearly defined content, objectives, outcomes, and assessment criteria for learning material. According to a UNESCO (2017) report, modular education allows students to independently master the module based on their level of knowledge, which is one of the most effective means of reducing differences in mastery in inclusive classes [4]. With modular education, a student does not move on to the next stage until he has mastered a certain stage, which ensures continuity and accuracy in education. The cooperative learning model is one of the most effective forms of enhancing social integration in inclusive classes. In this model, students are divided into small groups and complete tasks together. As Florian (2018) notes, cooperative learning not only enhances learning, but also supports students' social and emotional development, fostering a culture of mutual respect, support, and encouragement [2]. In inclusive classrooms, this approach strengthens the role of students with special needs in the community.

The digital differentiated learning model is one of the most innovative trends in the education system today. Artificial intelligence-based learning platforms analyze students' activity, mistakes, level of success, and individual pace in class and create appropriate tasks for each student. OECD (2012) notes that digital technologies are an important tool in ensuring equal opportunities in education [10]. The digital differentiated approach automatically suggests appropriate resources for visual, auditory, kinesthetic, and combined learning styles.

The multisensory approach is also an important innovative model of differentiated education. The scientific work of Booth and Ainscow (2016) shows that the joint activation of sensory channels in educational activities is one of the main factors in deepening the understanding of educational materials, strengthening memory and making the learning process interesting [6]. This approach is especially effective for students with hearing, vision, speech, and motor disabilities. An adapted assessment system in inclusive classrooms is an integral part of differentiated education. As Santangelo and Tomlinson (2016) noted, assessment should serve to identify the dynamics of student development, show their strengths and provide developmental recommendations [8]. Methods such as formative assessment, rubrics, rating systems, portfolios, peer assessment, and self-assessment are considered the most effective in inclusive classrooms.

International experience shows that countries such as Finland, Canada, Denmark and Japan have widely implemented differentiated approaches to inclusive education and have achieved significant success. Their success is associated with improving the skills of teachers, diversifying educational resources, developing the institute of assistant teachers and fully digitizing the educational process. On this basis, it can be said that innovative models of differentiated education in inclusive classes are a modern pedagogical approach that serves the individual development of students, significantly improves the quality of education and ensures equal opportunities. The reforms being carried out to introduce these models in the education system of Uzbekistan allow us to achieve new heights in this direction.

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