Methods of integrative organization of subjects' activities in inclusive education

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Abstract: Inclusive education requires an integrative organization of the educational process in order to develop the individual abilities of each child and create equal opportunities. This article analyzes the methods of integrative organization of the activities of subjects, namely, cooperation between teachers, students, parents and technological tools, universal design and differentiated educational practices. Using the methodology of systematic literature review, the pedagogical frameworks of UDL and CIRTL, international experiences and successful inclusive practices were studied. The results show that for the effectiveness of inclusive education, teacher training, resources, interprofessional cooperation and the use of technologies are necessary. At the same time, inclusive culture and social support help to improve the quality of education and fully reveal the potential of each child. The article offers practical recommendations and promising directions for the effective organization of inclusive education.

Keywords: inclusive education, subject activities, integrative pedagogical practices, universal design for learning (UDL), CIRTL framework, differentiated learning, multidisciplinary

I. INTRODUCTION

Inclusive education is the process of ensuring equal rights to education for all students in educational institutions, taking into account the diversity of special educational needs and individual abilities. By the year 2000, the number of children with disabilities under the age of 16 in Uzbekistan had reached approximately 150,000, and the fact that developmental disorders are identified in one in every four newborns worldwide serves as further evidence of the urgency of inclusive education.

In this process, the integrative organization of subjects' activities - that is, cooperation between teachers, students, and parents, as well as the use of technology - contributes to making the educational process more effective.

Research shows that artificial intelligence and adaptive learning platforms enable students and pupils with disabilities to better assimilate the learning process and make it more interactive. In this regard, the studies of L.S.Vygotsky and L.V.Zankov emphasized that not only the deficiencies but also the positive aspects of children with

atypical development should be taken into account, and that the educational process must be adapted to the potential abilities of the individual.

The aim of this article is to analyze the main methods of integrative organization of subjects' activities in inclusive education and to develop practical recommendations.

II. METHODS

This study employed the systematic literature review methodology. Sources were selected from international and local publications, covering articles, books, and applied research published between 2010 and 2025.

The following topics were analyzed in depth:

• Integrative organization of subjects' activities through the Universal Design for Learning (UDL) and CIRTL pedagogical frameworks;

• Meeting the individual needs of children through differentiated instruction and interprofessional collaboration;

• Adaptation of technological tools and learning materials;

• International experiences and successful inclusive practices.

Data were analyzed qualitatively, and conclusions were drawn on the main themes.

III. RESULTS

3.1. Universal Design for Learning (UDL)

The UDL pedagogical approach enables all students, including children with disabilities, to access and master the general curriculum on equal terms. This approach encompasses several methods: the use of technology by teachers, offering multi-format learning materials, and ensuring that students can learn at their own pace. Through this approach, students become more engaged in the learning process, and their attention and motivation increase.

3.2. CIRTL Inclusive Pedagogy Framework

The CIRTL approach proposes three core competencies: inclusive communication, inclusive pedagogical practices, and the design of inclusive curricula. This framework enables teachers to plan lessons on the basis of personalized and interdisciplinary approaches, thereby increasing student participation not only in STEM but also in non-STEM disciplines.

3.3. Differentiated Instruction and Interprofessional Collaboration

Through differentiated instruction, teachers are able to deliver lessons tailored to each child's level of preparedness and ability. In addition, collaboration with psychologists, speech therapists, and other support staff helps to make the educational process integrative. This approach serves to develop children's strengths and meet their individual needs.

3.4. Technologies and Resources

Artificial intelligence, adaptive learning platforms, text-to-audio software, and visual materials enhance the effectiveness of inclusive education. Furthermore, through the use of technology, teachers can deliver lessons in an interactive format.

3.5. International Experiences

Experiences from Scandinavian countries, Canada, and the United States demonstrate that successful inclusive education is achieved through the following: An individualized educational planning process; Collaboration with parents through multidisciplinary teams; Implementation through legal frameworks and resource mechanisms.

At the same time, the most significant barriers include: insufficient teacher preparation, a lack of resources, and social stereotypes.

IV. DISCUSSION

The research findings demonstrate that the integrative organization of subjects' activities is essential for the effective implementation of inclusive education. Collaboration among teachers, specialists, and parents, along with the use of technological tools and the harmonized integration of pedagogical approaches, is of critical importance.

International experiences show that inclusive education must be strengthened not only through technical or theoretical approaches, but also through inclusive culture and social support. The theoretical foundations of L.S.Vygotsky and L.V.Zankov, when combined with modern UDL and CIRTL approaches, broaden the possibilities for realizing individual potential within inclusive education.

The success of inclusive education is linked not only to the quality of instruction but also to the principles of equality and social justice within society. For this reason, preparing teachers for special education, ensuring adequate resources, and fostering an inclusive culture must be regarded as priority tasks in the future.

Artificial intelligence and adaptive platforms are expected to become the primary tools of inclusive education in the future. However, the application of technologies must be carried out in conjunction with teachers' professional training and a robust support system.

V. CONCLUSION

The integrative organization of subjects' activities in inclusive education serves to develop the potential of every child. Through the UDL and CIRTL frameworks, differentiated instruction, interprofessional collaboration, and the application of technology, it is possible to organize the educational process effectively.

International experiences and practices demonstrate that when inclusive culture and resources are adequate, inclusive education produces effective outcomes not only at the individual level but also at the societal level. The following directions are recommended as priorities for the future:

• Specialized training of teachers in inclusive pedagogy;

• Expansion of technological resources and their delivery to educational institutions;

• Strengthening of inclusive culture and the social support system;

• Active involvement of parents and civil society organizations in the educational process.

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