

**THE SCIENTIFIC AND THEORETICAL FOUNDATIONS OF ORGANIZING
EDUCATIONAL (UPBRINGING) ACTIVITIES IN AN INCLUSIVE ENVIRONMENT**

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ABSTRACT: This article highlights the scientific and theoretical foundations, pedagogical and psychological factors, as well as the mechanisms of social cooperation in organizing educational (upbringing) activities within an inclusive environment. According to the research findings, the effective organization of educational activities in an inclusive setting is based on the teacher's professional competence, the principle of tolerance, a differentiated approach, and a culture of collaboration. The article outlines the main directions for developing inclusive educational activities based on the analysis of scientific sources and observation methods.

Keywords: inclusive education, educational (upbringing) activity, tolerance, social adaptation, empathy, differentiated approach, pedagogy of cooperation.

INTRODUCTION

One of the key directions in the development of the modern education system is the improvement of inclusive education and the organization of quality teaching and upbringing for all children, including those with physical or mental developmental disabilities. Inclusive education today is manifested not only as a learning process but also as a broad socio-pedagogical system that encompasses the entire educational and nurturing environment. Therefore, ensuring the effective organization of educational (upbringing) activities in an inclusive environment, developing its scientific and theoretical foundations, and identifying practical mechanisms are among the most pressing issues in contemporary educational psychology and pedagogy.

In the Republic of Uzbekistan, the development of inclusive education is supported by a number of normative and legal documents — in particular, the Law “On Education,” the Law “On the Rights of Persons with Disabilities,” and presidential decrees and resolutions — which identify the creation of equal opportunities for education and upbringing for all children as one of the state's policy priorities. This, in turn, requires that the collaboration among teachers, psychologists, speech therapists, special educators (defectologists), and social pedagogues in organizing educational activities within an inclusive environment be established on a scientific basis.

The distinctiveness of organizing the upbringing process in an inclusive environment lies primarily in taking into account each child's individual needs, developmental pace, and psychological characteristics. Therefore, the theoretical foundation of inclusive educational activity is based on such principles as humanism, tolerance, differentiated approach, cooperation, and social integration.

An analysis of scientific literature shows that while the issues of organizing educational (upbringing) activities within inclusive education have been studied from various perspectives by both foreign and local researchers, the pedagogical and psychological mechanisms of this process, the dynamics of socio-emotional relationships between teacher and student, as well as the means of developing social competencies in an inclusive environment have not yet been fully systematized [6].

From this point of view, studying the scientific and theoretical foundations of organizing educational (upbringing) activities in an inclusive environment is essential not only for ensuring

the social adaptation and communicative development of children with special educational needs but also for creating an equal, tolerant, and positive atmosphere of interaction between them and their typically developing peers.

LITERATURE REVIEW

The issue of organizing educational (upbringing) activities in an inclusive environment is currently one of the most relevant areas analyzed at the intersection of pedagogy, psychology, sociology, and defectology. In recent years, research in this field has primarily focused on aspects such as the content of inclusive education, pedagogical conditions, learner-centered approaches, social adaptation, and the formation of a tolerant environment [11, 12, 13].

Among foreign scholars, the works of M.Ainscow, T.Booth, L.Florian, D.Armstrong, J.Farrell, and R.Slee are devoted to developing the conceptual foundations for organizing an educational (upbringing) environment within inclusive education [2, 3, 7]. Their studies interpret inclusive education from the perspectives of social justice, human rights, and democratic values. In particular, the “*Index for Inclusion*” model developed by M. Ainscow and T. Booth defines effective criteria for creating a supportive educational and upbringing environment for all students [2].

Among local researchers, the works of G.B.Shoumarov, L.Muminova, R.Shomahmudova, F.Qodirova, D.Nazarova, D.Yakubjanova, N.Abidova, Sh.Toxtiyarova, A.Mamatova, B.Subanova, and K.Todjibayeva address issues related to personal development, the formation of social competencies, cooperative pedagogy, and the psychological-pedagogical mechanisms of upbringing activities within the process of inclusive education [18, 15, 17, 5, 16, 14, 1, 10, 4, 8, 9]. These studies show that the success of the upbringing process in an inclusive environment is directly linked to the teacher’s professional preparedness, socio-emotional competence, and individual approach to students.

The analysis of the literature demonstrates that scientific approaches to organizing educational (upbringing) activities in an inclusive environment are developing along several key directions:

- organizing educational work based on a learner-centered approach;
- developing students’ socio-emotional competencies;
- strengthening cooperation between teachers and parents;
- fostering tolerance and empathy to create a healthy psychological climate;
- managing the educational process through pedagogical diagnostics and reflection.

However, existing research has not yet sufficiently developed a scientifically and methodologically grounded model for systematically organizing educational (upbringing) activities in an inclusive environment, nor the mechanisms for assessing and developing teachers’ educational (upbringing) competencies. Therefore, this study aims to fill this gap and propose scientifically substantiated approaches to improving inclusive educational practice.

Furthermore, the integrated use of theoretical analysis, systems approach, comparison and generalization, pedagogical observation and interviews, as well as content analysis methods, has made it possible to identify the scientific and theoretical foundations for organizing educational (upbringing) activities in an inclusive environment, to reveal its pedagogical potential, and to develop practical recommendations for its effective implementation.

DISCUSSION AND RESULTS

The results of theoretical analyses and practical observations show that, for the effective organization of educational (upbringing) activities in an inclusive environment, pedagogical-psychological conditions, organizational systems, and socio-collaborative factors must operate in harmony. Each of these components is interrelated, and their integrated approach determines the qualitative indicators of the inclusive upbringing process.

The main factor ensuring the effectiveness of educational (upbringing) activities in an inclusive environment is the teacher's professional competence, tolerant attitude, and empathic approach toward children. The research revealed that, in many cases, teachers lack sufficient psychological readiness to work with children with special educational needs during the educational process. Therefore, in their professional development, it is crucial to strengthen inclusive pedagogy foundations, psychological support skills, and a culture of collaboration.

Interviews and observations showed that creating a warm psychological climate between teachers and students, implementing the principles of mutual trust, respect, and support in practice, directly influence the positive outcomes of educational activities.

The application of Differential, Integrative, Collaborative Pedagogy and Reflective Analysis approaches has proven effective in the upbringing process. The use of these approaches positively influences the development of students' socio-emotional competencies, self-awareness, cooperation skills, and tolerant relationships.

The success of educational (upbringing) activities in an inclusive environment is closely linked to the social context. Positive collaboration among parents, classmates, and teachers helps children feel like active members of society. In this process, it is essential to increase parental involvement, organize psycho-pedagogical seminars for them, and promote tolerance among typically developing peers toward children with disabilities.

Furthermore, fostering social values such as empathy, mutual assistance, and readiness for cooperation within the classroom community ensures that the inclusive upbringing process proceeds more naturally and effectively.

The findings indicate that the following conditions are essential for the effective organization of educational (upbringing) activities in an inclusive environment:

1. Enhancing the teacher's inclusive competence;
2. Strengthening the psychological support system;
3. Establishing regular communication with parents;
4. Organizing educational activities based on differentiated and learner-centered approaches;
5. Developing tolerance and positive social relationships among students.

Based on these results, it is possible to develop a scientific and theoretical model for organizing educational (upbringing) activities in an inclusive environment. In this model, the psychological, social, and pedagogical factors of personal development are considered in an interrelated and integrated manner.

CONCLUSION

Organizing educational (upbringing) activities in an inclusive environment is one of the most important directions of the modern education system. It is implemented based on the principles of humanism, equal opportunity, and differentiated approach. The main goal of the upbringing process is to facilitate the personal development, social adaptation, and self-realization of every child, regardless of physical, intellectual, or emotional disabilities. Therefore, teachers must possess deep inclusive competencies and have special pedagogical and psychological preparation. The effectiveness of educational (upbringing) activities in an inclusive environment largely depends on the collaborative efforts of teachers, parents, psychologists, speech therapists, and special educators (defectologists). Their cooperation contributes to the development of positive socio-emotional well-being in children, fostering self-awareness, understanding of others, empathy, and a sense of social responsibility.

Furthermore, organizing educational work based on learner-centered, integrative, and reflective approaches enables children to express themselves, actively participate in social life, and build constructive interpersonal relationships.

Thus, the proper organization of educational (upbringing) activities in an inclusive environment creates a foundation not only for the development of children with disabilities but also for the formation of socially mature and harmonious personalities among all students.

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