

A Model for Improving the Software for Organizing the Activities of Inclusive Education Entities

Azamxonov Bakhodir Sayitkamolxonovich

Fergana state technical university, Information systems and technologies department senior teacher, Uzbekistan

Received: 18 April 2026; **Accepted:** 03 May 2026; **Published:** 29 May 2026

Abstract: In this article, inclusive education in the system, the digital platform of the pedagogical opportunities, their education process of the organization, the complexity of the role and individual approach mainly provide the importance of the analysis has been. Also, the possibility of limited students for a personalized e - learning environment, adaptive ICT educational content, distance education technologies and interactive platform for the effectiveness lit. Research ICT and platforms using teachers, pupils, parents and professionals between cooperation and development, education quality increase and inclusive environment for the formation of the issues examined was out of.

Keywords: Inkluziv education, digital platform, e - learning environment, adaptive education, ICT technology, distance education, artificial intelligence, LMS system, individual education, monitoring system, interactive education.

Introduction: The present day digital technology, the rapid development of the education system in both the new opportunities it has created. Moreover, inclusive education organization in modern software tools in use important is professional is. Inclusive education for all students, including the possibility of limited children also equal educational opportunities to create aims pedagogical process is.

Traditional education system in the possibility of limited students with individual work, monitored, get to go and all of the entities, activities coordination, helping them to a number of problem there is. The same reason for the inclusive education of subjects of activity of a single information environment in the organization of the executive software platform, to create urgent tasks one is.

Functionality is limited as they are the children educational needs very also different in form will be. They one on the other hand, their healthier peers with a same knowledge get you need to may. In other hand, while, in them the other (often special education needs

that are determined), fiinksional transport retire with associated the needs also there are if, them educational process in the usual educational methods use the opportunity to did not give. The same attitude with children each different category, the individual needs to meet the opportunity that gives the act from the use of the great importance it has.

Educational process from the act of using the advantages of the new technology kommunikatsiya and mutual business process, the path to put, education resources most convenient form generally use the opportunity to give, and motivatsini increase help give with associated.

Me act inclusive education application area is much too diverse to know that despite the fact, them using the following main directions separating the show can:

- compensatory (location clicking) the issues of address to for network act;
- didactic issues settle to for knew how to act;
- communicative issues settle to for knew how to act.

METHOD

Inclusive education in the system, the main entities are as pupils, teachers, parents, psychologist, and administrator activity maintains. Of them effective cooperation of the organization of for electronic platform and LMS system to use important it is.

Of the software supply the following opportunities provide will:

- individual education trayektoriya of the formation;
- adaptive educational materials creation;
- monitoring and analysis get to go;
- parents with constant communication establish;
- accessibility opportunities provide.

Inclusive platforms for accessibility technologies, the application of particular importance has. Including:

- text to voice read;
- with subtitles video lessons;
- speech-to-text systems;
- contrast interface;
- large font design

the possibility that limited students for a comfortable environment creates.

Also, the artificial intelligence on the basis of monitoring of the system with the help of readers in active, mastering the level and difficulty of the analysis

is. This analysis on the basis of individual recommendations shall be formed.

Offer realistically software platform, the following modules consisting be can:

- o'a back panel;
- o'to be qitish panel;
- psychologist monitoring module;
- the father-mother of the cabinet;
- statistical analysis module;
- AI recommended system.

This platform is inclusive education management effectiveness of increase with along the teaching process to automate both serve will.

Inclusive LMS systems not only o'educational materials placement, but also the individual units'of education management, monitoring making and users o'rtasi in cooperation organization to both serve will. This system's main functions are the following consists of:

- individual education trayektoriya of creation;
- readers in the development of monitoring to;
- adaptive educational materials provide to;
- accessibility capabilities support;
- parents and experts with cooperation organized in was;
- statistical analysis and reports formation.

Such a system, the data base of the central component is, all users of the activities of a single system to manage the opportunity it gives.

Table the name of	the task
Users	Users of the information
Students	students with the profile of
Teachers	Teachers of information in
the course	of the training course
Assignments	Assignments
Accessibility	for special needs parameters
Progress	Reader development monitoring
Recommendations	AI recommendations

1 table. Offer realistically data base model

This model through the user of all activities in a single system to manage can is.

From the act to use separate I completely children for the advantages:

- computers kids autonomous and education getting chances to increase help will;

- special educational needs who have children assignments to his training activities, shore carry out they can;

- seeing deficient who are children of their own who bodice peers with a number intemetdan use the opportunity they receive;

- specialized devices and applications in communication difficulties who have children among, their peers and teachers with mutual relations bring relief;
- communication of technical means of the use of children in school also, the church also pretty image the yield will;
- the children's act to have confidence that their home duties, training and other needs for internetdan use help will.

New technology technical support as to use separate I completely kids educational process in an active and take part to the opportunity it gives. For example, the action of defects in the case of ict , write to the opportunity it gives, vision defects of the case while, reading of the process out, you increase the opportunity to gives.

This view of point, the technology children in their environment, management, educational and social issues of the solution support abilities to develop and the information resources use the opportunity to gives. Differently, in words, the technology of organism natural function of shortage of o'm clicking (kompensatsiyalash) the possibility of gives and this is with a while, children by knowledge you get , and mastering the process of optimization.

CONCLUSION

Inclusive education act also apply to very big potential it has, but this way many of the difficulties are there, new technologies, education system, traditional order changing, in particular I totally kids education previous passive approach compared to the likely alternative earlier will push. Available the doubt to the advantage of look you them of the child's individual needs and the educational resources to use the opportunity of the principles of considering not without where it is used, such technology education hindrance be can.

REFERENCES

1. Muminova L. R., R. Sh.Shomaxmudova, Z. M. Emmart. "Inklyuiziv education" Educational guide. – Tashkent, 2019.
2. Nurmuhamedova L. Sh. Disabled children, the legal basis and scientific-theoretical issues. Defektolog of personnel preparation in the process of innovative educational technologies implementation to: problems and prospects. – T., 2014.

3. D. S. Qaxarova "Inclusive education technology" Tashkent. 2014.
4. J. G'.Yuldashev, S. A. Usmonov. Pedagogical technology of the basics. – T.: The Teacher, 2004.