

Methods for Improving the Effectiveness of Inclusive and Home-Based Student Education Based on Voluntary Social Methodological Actions

Risbai Khaidarovich Juraev

Kari Niyazi National Institute of Educational Pedagogy, Head of the Department, Doctor of Pedagogical Sciences, Academician, Project Manager, Uzbekistan

Umaralieva Mukhaye Abdugaparovna

Head of the Department of the Kari Niyazi National Institute of Educational Pedagogy, PhD in Pedagogical Sciences, Associate Professor (PhD), Uzbekistan

Received: 11 June 2025; **Accepted:** 07 July 2025; **Published:** 09 August 2025

Abstract: The article extensively highlights the possibilities of inclusive education and the role of voluntary social methodological actions of students in improving the effectiveness of home schooling. The methodology of organizing and home education is also given.

Keywords: Inclusive education, homeschooling, volunteer students, methodology, socio-pedagogical actions.

Introduction: Based on the study of research works on the problem that requires serious attention from the scientific community, their scientific analysis, it became known that equal, decent education and upbringing of people with disabilities should always be good, proper, should be given special attention and not be overlooked.

Eastern thinkers such as Imam al-Bukhari, Abduhalik Gijduvani, Abu Isa Muhammad at-Termizi, Ibn Sina, Farabi, Beruni, Mirzo Ulugbek, Yusuf Khos Hajib, Imam Ghazali, Bahauddin Naqshband, Alisher Navoi, Abdulla Avloni expressed their scientific and scientific-pedagogical observations on the problem of the pedagogical-psychological approach to the upbringing and development of youth in the family and society in their time. In particular, in the works of Abu Ali ibn Sina, along with healthy children, recommendations are given regarding the upbringing of children in need of special attention. The scholar states that a child with disabilities has the right to education and upbringing alongside their peers, emphasizing their strong desire to acquire knowledge and learn professions. Scientific analysis of the views of Eastern scholars on the upbringing of a child's personality, the influence of

education and upbringing on their development, will undoubtedly be the main source for researchers.

A deeper study of the socio-pedagogical, psychological features, specific possibilities of organizing inclusive education, identifying problems related to this area, developing inclusive education technologies, and substantiating aspects of their effectiveness has become a pressing scientific problem. Because inclusive educational technologies create a convenient opportunity to ensure the full participation of all children in the educational process, regardless of their mental and physical condition. In particular, it creates conveniences for children in need of special attention and assistance to communicate with others, grow up to meet the requirements of the social environment, acquire skills to meet their everyday needs, adapt to life, be able to study in educational institutions on equal terms with their healthy peers, enter into friendly relations with them, master lessons on time, and approach tasks responsibly.

In our opinion, inclusive education is ensuring equal opportunities for all students in the provision of educational services, taking into account their needs and capabilities.

According to the World Health Organization, the fact that about 15 percent of the world's population has limited opportunities and, unfortunately, this indicator is constantly growing encourages everyone to take effective measures to create opportunities for everyone to feel equal with others and realize their potential.

The purpose of conducting serious scientific research on this problem is to create equal opportunities for all people, regardless of their physical condition. 40 percent of the country's population is under 18 years old, and 65 percent is under 30 years old. The level of development of the system of protection of children in need of social protection reflects the level of humanism of society and its spiritual and moral development, the legal obligations of Uzbekistan and the international conventions signed by our country. Care for the younger generation is one of the important universal human values. The development of inclusive education has become one of the important directions in this regard. This education allows children with disabilities to participate in social life, gain knowledge, and develop.

Inclusive education should be the main criterion determining the effectiveness of the continuous education system.

For many, inclusive education involves placing children with disabilities or certain diagnoses in a regular classroom of a general education school, which prevents other children from mastering educational materials, the school curriculum. This idea is completely opposite to and incompatible with inclusion; it's just one form of the integrative approach, which doesn't work in the positive direction either. The idea of the integrative approach implies the adaptation of children who do not meet the requirements of the education system, the expected results of education, which interfere with it. That is, it involves changing such children with the help of psychologists, defectologists, speech therapists, etc. And we see the solution to the problem in our children: they are very active, can't sit still; they are very slow, can't learn; they are very smart, are bored; they are not smart, don't understand anything. And we are trying to adapt our children to the general standards currently accepted in education. Those who do not meet general standards are being sent to specialized educational institutions. Standards are not dogma!

In modern education - inclusion, everyone, regardless of religion, language, culture, and health status, studies in the same educational institution. The task of the education system is to adapt to the state and level of each child - the learner.

We can say without worry that inclusion is a revolution in the education system!

Our national legislation grants equal rights to people with disabilities to realize their potential. The right to education is guaranteed by our Constitution. Nevertheless, there are children in our country who do not attend general education schools due to their physical disabilities.

One of the main principles of inclusive education is that this education should not be one-sided, and society should create conditions for the establishment of inclusive education. Parents of ordinary children are worried that their children will study with children with special needs. Therefore, we must also work with the parents of such children. It should be noted that we need to convey to parents of children with special needs that their children also have the right to be part of society, to instill this in their consciousness. Indeed, there are many examples of people with disabilities achieving great success. For this, it is necessary to give them the opportunity to realize their potential, and parents the opportunity to choose.

Practice shows that it is more effective when a child with certain educational needs studies among their peers. Firstly, they contribute to the development of the child, and secondly, they contribute to the development of society and the children around them. After all, boys and girls studying together with children with special needs develop a sense of responsibility for helping them, and often some negative qualities inherent in children growing up in good conditions disappear. As a result, children learn to work together and support each other. Children raised in the same environment do not notice the difference in themselves, but only their parents notice it. Therefore, such communication has a positive impact on children with special needs and others, teachers, society, the mahalla, and families. That is, all of them develop a positive attitude towards people with special needs. In general, such qualities as mercy and generosity have always been inherent in our people, and it is necessary to instill this in children from a young age. Inclusive education occupies a special place in this regard.

It should also be emphasized that our children play an important role for us. Therefore, the optimization of their learning processes is of great importance. It is known that in our country, many students, for various reasons, study at home, not in school institutions. One of the options for individual education of such children is home education and upbringing. Its positive aspects are the individual plan that allows the child to work, and the pace of learning is determined by individual loads not only throughout the day, but also constantly

throughout the week. Individual work with a child allows taking into account their work pace, work capacity, fatigue, etc., and also prevents the isolation of children and adolescents with disabilities from society and school.

Special education, including the education and upbringing of children with various health problems: home education plays an important role in deviations in emotional, intellectual, speech, and motor development.

By the form of education conducted at home, we understand a multifunctional system of education and upbringing carried out in a family environment, providing corrective-developmental, socio-pedagogical, medical, and psychological assistance to children with disabilities.

The concept of disability refers to persons with impaired health with persistent functional impairment resulting from diseases, consequences of injury, or defects that lead to limitations in life and require social protection. Disability is interpreted as a limitation of the ability of a person with disabilities due to physical, mental, emotional, social, cultural, and other barriers, preventing their integration into society and active life in it.

Analysis showed that in modern pedagogical literature, authors use various synonymous concepts, such as "family upbringing", "home education", "home education", "home education", when interpreting individual home education.

Analysis of publications on the history of home education allows us to note that home education in Russia has its own history, which began to be used in the 17th century and became widespread long before its recognition. The first messengers of home teachers were priests and "letter masters".

Home-based learning is considered an important area of the education system, and this is reflected in the centuries-old experience of family education and has been formed in the process of gradual development:

1st period (VI-IX centuries) - the emergence of elements of mentoring activity among ancient Slavic tribes;

2nd period (10th-15th centuries) - home education of children in the prince's court and family upbringing by "masters of literacy";

3rd period (16th-17th centuries) - the formation of future heirs to the throne in the palace;

4th period (XVIII century) - development of power, general education in a family environment among the local nobility;

5th period (late 18th - first quarter of 19th century) - parallel development of home and religious education and teaching in state educational institutions; training of national personnel of governors and home teachers;

6th period (30s of the 19th century - beginning of the 20th century..) - official recognition of home education as a type of civic education, which is equivalent to studying in educational institutions and boarding schools at public schools; active discussion of the prospects and problems of home education in pedagogical literature and the press;

Period 7 (from 1962 to the present) - official recognition of home education as one of the forms of state education for disabled or sick children; normative support for this activity.

In recent decades, the problem of home education has attracted serious attention from specialists. Discussing the issues of home-based learning, a number of authors came to the conclusion that the practical implementation of home-based learning still causes many problems.

A teacher who teaches a child at home often performs many tasks individually with the student, but solving them requires a certain level of psychological and pedagogical preparation and specific corrective and developmental abilities, as well as building a special system of teacher-student, parent-interpersonal relationships in the system.

In practice, during 2020-2022, a scientific study was conducted on the topic "Mechanisms for increasing the effectiveness of individual education of children with disabilities at home." According to the results of a scientific study, from 32% to 50% of teachers experienced difficulties in teaching school subjects to children studying at home. Difficulties in communicating with children were noted by more than 60% of teachers. About 40% of employees experience difficulties in communicating with parents, and insufficient provision of relevant methodological literature is more than 50%.

Thus, at present, a certain experience has been accumulated abroad in the field of home-based education of students with disabilities. This experience, as an important component of world pedagogy, requires further study, improvement, and structuring.

In our opinion, solutions to these issues should be developed to improve the quality of individual education at home and solve the problem of socialization of children and adolescents studying at home.

Currently, the modern practice of teaching children at home in Uzbekistan is experiencing a number of

difficulties related to imperfect forms and content, pace, means, and methods of teaching. There are insufficient educational programs and teaching technologies that take into account the state of health and the level of development of cognitive abilities of children with long-term illness.

In addition, there is a lack of qualified teaching staff in general education institutions capable of conducting individual corrective and developmental education at home, as well as insufficient information on the problem of individual home education for students with developmental disabilities, including students with intellectual disabilities.

Thus, at the republican level, there are a number of problems in home education that require sufficient theoretical understanding and practical implementation. The relevance of this manual at the scientific and methodological level stems from the contradiction between the growing need for adequate and high-quality education for all children with disabilities and the low level of organization of home education for such children.

As a solution to the above-mentioned problems, it is advisable to use the efforts of students studying in higher educational institutions to attract children with disabilities to home education.

The organization of a voluntary socio-methodical movement of students gives good results.

On the basis of the guarantees of the right of disabled children, children with physical and (or) mental developmental disabilities to receive medical and social assistance, recognized in Article 28 of the Law of the Republic of Uzbekistan No. 139 "On Guarantees of the Rights of the Child," this category of children has the right to receive medical and social assistance (preventive, treatment and diagnostic, rehabilitation, sanatorium-resort, prosthetic and orthopedic care, provision of vehicles on preferential terms and other types of assistance), free medical and social assistance in institutions of the state healthcare system and home care.

Also in this law: "A child with physical and (or) mental developmental disabilities - a child with physical, mental, sensory (sensory) and (or) mental disabilities that are insufficient to establish disability; a child with a disability - a child in need of social assistance, protection in connection with limited life activity due to physical, mental, sensory (sensory) and (or) mental disabilities, and recognized as a disabled person in the manner prescribed by law".

In order to study the ways, factors, and other aspects of organizing, studying, analyzing, and increasing the

effectiveness of inclusive and home education based on voluntary socio-methodological actions among students, there arose a need to group a number of regulatory legal acts in certain areas. They are:

1. Documents designed to improve the quality of educational services.
2. Documents defining guarantees for the protection of children's health and social protection.
3. Regulatory framework for stimulating the activities of teachers.
4. Documents regulating the organization of control and assessment of the educational process.

Within the framework of the study, a number of foreign documents guaranteeing the rights of children with disabilities to social rehabilitation and quality education were also studied. Among them: "Universal Declaration of Human Rights" (1948), "Convention on the Rights of the Child" (1989); Declaration on the Rights of Persons with Disabilities (1975), Universal Declaration "Education for All" (1990), Salamanca Statement (1994), Dakar Declaration (2000); "Education-2030" - Incheon Declaration (Korea, May 21, 2015)". Based on these documents, in leading countries of the world, the problem of protecting the social rights and interests of children with disabilities is considered from the point of view of a humanitarian global issue, the problem of education, upbringing, and social adaptation of this category of children is studied based on the targeted activities of various organizations, and the necessary control criteria (indicators) are determined. UN Declarations "Millennium Development", "On the Creation of an Appropriate World for the Life of Children" (November 20, 1989); Declaration on Social Development and Progress (UN General Assembly, December 11, 1969); Convention on the Rights of the Child (November 20, 1989); Among them are the laws "On the Dissemination of Legal Information and Ensuring Access to It" (August 15, 2017) and other international regulatory documents.

In the process of classes, using various interactive methods, conducting lessons using simple and easy methods for students to memorize gives good results. In the process of teaching Uzbek alphabet letters to 1st-grade students, it is useful to use analytical-synthetic sound methods. When working with a student studying individually at home, it is advisable to use more visual methods. Because such students remember more through what they have seen, used, and heard. Because lessons organized using innovative methods with a simple lesson yield more results, I use the following methods more frequently in my lessons.

Below are examples of innovative and interactive exercises for use in the lesson. They can be used not only in primary education, but also in higher grades.

"Bright Star" Method.

In this method, words are written in the triangles, and then they are attached to the board. What appeared on the board. A star shape formed on the board.

Let's ask a question about the word "star"

- what?
- What does it indicate about an object and a person?
- name, if this word denotes the name of an object or person, it belongs to the noun word class.
- we'll ask how many facets our star has. (How many? 5)
- If it denotes the number of an object or person, this part of speech is called a number.

- what words shone on the edges of our star?

Kind, caring, devoted, child-loving, sweet-talking

- Let's question these words. How?

If it denotes a characteristic of an object or person, this part of speech is called an adjective.

- what does the star do?

It emerges, shines, and fades. We will interrogate (what will he do?)

A word denoting the action of a person or object belongs to the category of verbs.

"Triangle" method.

In this method, a picture of a profession is placed in a triangle, and the tasks performed by the owner of that profession are written one after another.

Educational game "One Step Forward".

This method can be used to reinforce a previous or new topic. Several questions will be asked on the topic. The student is placed next to the board, and the questions are asked one after another. If they answer the questions correctly, they take one step forward; if they cannot answer, they take one step back.

Method "Find a word in a syllable".

Words are formed by writing syllables on rectangular paper and combining several of them. And from words, sentences are formed.

This method teaches the student to concentrate and act quickly. And the skill of using words in their proper place is formed.

Educational game "Find a Word from a Word"

In this educational game, the teacher hangs the word on the board. Then the student writes the words they found in the notebook.

Word: Eye bead

Found words: eye, self, flour, bead, run, white.

Word: Shovel

Found words: waist, hand, elbow, ear, shoulder, elbow.

"Yes-no" game

I believe it is appropriate for teachers to use this method before starting each lesson to attract students' attention.

- Is it spring in the country now?
- Is a book a friend of man?
- Does a flower bloom?
- Do birds walk?
- Are you a teacher?
- Do fish swim?
- Are melons ripe?
- Does a cat meow?

Educational method "Hot Potato".

This method can be used when the teacher asks for multiplication tables or during oral questions and answers. Teaches concentration. The teacher throws the ball to the student saying 4X5, and the student returns the ball to the teacher saying 20.

"Memory exercises"

Several numbers are given to the student (for example: 12, 18, 70, 81, 54)

Several mathematical proverbs are told to the student.

- Forty skills are not enough for a young man.
- Don't say eight without counting.
- Measure seven times and cut once.
- One who is separated from his land weeps for seven years, one who is separated from his people weeps until death. Numbers are asked after the proverbs.

Educational game "Find the Excess"

It is a widely used method in nature lessons. Based on the cross-section of topics, images are selected and an image not related to a single topic is placed. This method teaches how to find the difference.

"Coral of Letters"

Recalling, counting, and writing previously learned letters before transitioning to a new alphabet will be imprinted in the reader's memory.

"Continue"

The teacher starts proverbs or wise sayings, even fairy tales, and the student continues. When this method is used more often, the student's memory capacity increases, and their thinking expands.

“Be Resourceful and Quick”

In this method, the student is given 1 minute, during which time they arrange the pieces of the picture as in the example. Through this, the student learns to clearly distinguish colors and shapes and learn to use time effectively.

CONCLUSION

In conclusion, it should be noted that the use of innovative methods in the formation of students' knowledge, skills, abilities, and competencies increases student activity in the learning process.

The use of innovative exercises not only increases students' interest in the lesson process, but also forms the ability to apply the knowledge gained during the lesson in everyday life.

It closely contributes to the development of the student's worldview, thinking, sensation, perception, and memory.

Innovative and interactive exercises increase the effectiveness of education and upbringing by increasing the interest of students studying individually at home in lessons or applying them for the purpose of in-depth study of a subject.

REFERENCES

Shavkat Mirziyoyev “Buyuk kelajagimizni mard va oliyjanob xalqimiz bilan birga quramiz” – T.: O‘zbekiston, 2017-yil

O‘zbekiston Respublikasi Konstitutsiyasi.

Xalq ta’limi Vazirligining 2015-yil 10-iyundagi 15 -mh-sonli qaroriga asosan tasdiqlangan “Jismoniy yoki psixik rivojlanishida nuqsoni bo‘lgan hamda uzoq vaqt davolanishga muhtoj bolalarning uyda yakka tartibda ta’lim olishlarini tashkil etish tartibi to‘g‘risida”gi Nizom.

M.A.Umaralieva “Umumiy o‘rta ta’lim o‘qituvchilarining inklyuziv kompetentligini rivojlantirish tamoyillari”, “Ta’lim va innovatsion tadqiqotlar” ilmiy-metodikjurnali.– Buxoro.2023.No7.303-310b.7bet.

M.A.Umaralieva “O‘zbekistonda ayollar ijtimoiy muammolarini hal etishda xotin-qizlar faolligini oshirishga qaratilgan ijtimoiy siyosat” “Xalq ta’limi” ilmiy-metodik jurnali №1.T.,2023. 6-10b. 4 bet.

M.A.Umaralieva “ Social policy for increasing women’s activity in solving women’s social problems in Uzbekistan”, Fars international jurnal of education, social science humanities\\ Journal ISSN: 2945-4492 SJIF 2022 = 6.786 peer reviewed journal.(Finlyandiya),6bet.