

STAGES OF ORGANIZING INCLUSIVE EDUCATION BASED ON DIGITAL LEARNING TOOLS

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Annotation: This thesis analyzes the theoretical and methodological foundations and stages of organizing inclusive education based on digital educational tools. The role of digital technologies in expanding the educational opportunities of all students, including children with special educational needs, in the process of inclusive education is substantiated. Also, the possibilities of individualizing the educational process through the use of adaptive platforms, multimedia resources, distance learning elements and assistive technologies are shown.

Keywords: adaptive technologies, assistive technologies, individual educational trajectory, pedagogical technology, distance learning, multimedia resources.

Introduction

In the 21st century, the education system is undergoing a radical transformation, and digital technologies are becoming an integral part of the educational process. In the context of the global digitalization process, openness, flexibility and individualization of education have become an urgent pedagogical issue. In particular, within the framework of the concept of inclusive education, the issue of creating equal opportunities for all students, organizing the educational process taking into account their individual needs and capabilities is of particular importance. In this regard, the organization of the discipline of inclusive education on the basis of digital educational tools is one of the priority areas of modern pedagogy.

The essence of inclusive education is to ensure the right of each person to receive education, to support their integration into the general educational environment, regardless of their physical, psychological or social characteristics. However, in traditional forms of education, the complete individualization of the educational process, the effective use of a differentiated approach and the equal satisfaction of the needs of all students remain a practically complex task. Digital educational tools provide innovative opportunities for solving this problem. Interactive platforms, adaptive programs, multimedia materials, elements of distance learning and assistive technologies are becoming an important factor in the effective organization of an inclusive environment.

Today, digital technologies are not only a means of information transmission, but also an effective mechanism for managing, monitoring and evaluating the educational process. Organizing inclusive education on the basis of digital tools allows you to form an individual development trajectory of students, adapt the teaching process and optimize the pedagogical process. At the same time, digital tools enhance students' motivation, independent learning skills and social integration.

The importance of our research is that the effective organization of inclusive education is not limited to regulatory and legal frameworks or methodological recommendations. It should be implemented in combination with modern digital infrastructure, pedagogical innovations and technological approaches. Therefore, the scientific development and systematization of the stages of organizing inclusive education on the basis of digital educational tools is an important condition for increasing educational efficiency. Reconsidering inclusive education in the context of digital transformation, organizing it on the basis of an innovative pedagogical model and gradually implementing it is an urgent scientific and practical task today. This thesis aims to shed light on the content, mechanisms, and organizational stages of this process.

Effective organization of higher education in the context of digital transformation requires a systematic, phased and strategic approach. The following are the main stages of organizing the higher education process based on digital educational tools:

Stage 1. Diagnostic and analytical stage

At this stage, the existing digital infrastructure of the higher education institution, the digital competencies of professors and teachers, the needs of students and the state of the educational process are analyzed.

- Determining the level of digital readiness
- Assessing the technical base and Internet capabilities
- Studying the possibilities of digitizing curricula
- Identifying the needs of students and teachers

This stage creates the basis for strategic planning.

Stage 2. Design and planning stage

At this stage, a digital education model is developed.

- Creating a digital concept of the educational process
- Choosing a platform (e.g. Moodle, Google Classroom, Microsoft Teams)
- Converting educational materials into digital format
- Developing an assessment and monitoring system

At this stage, the pedagogical model, didactic approach and technological tools are integrated.

Stage 3. Digital content creation stage

The quality of education largely depends on the created digital resources.

- Preparing video lectures
- Creating interactive presentations
- Developing electronic textbooks and methodological guides
- Creating testing and online assessment tools
- Using multimedia and simulation materials

When creating content, the principles of interactivity, adaptability and increasing student activity should be a priority.

Stage 4. Implementation stage

Digital educational tools are practically applied to the educational process.

- Application of a blended learning model
- Integration of distance learning elements
- Organization of online seminars and webinars
- Introduction of virtual laboratories

At this stage, methodological support of teachers is of great importance.

Stage 5. Monitoring and evaluation stage

The effectiveness of the digital system is regularly analyzed.

- Analysis of learning outcomes
- Determination of activity through platform statistics
- Study of student opinions
- Monitoring of quality indicators

Based on the results, improvement mechanisms are developed.

Stage 6. Improvement and development stage

Digital education requires constant updating.

- Modernization of platforms
- Introduction of new digital tools
- Increasing the digital competence of professors and teachers
- Use of artificial intelligence and adaptive systems

This stage ensures sustainable and innovative development of higher education.

The organization of higher education based on digital learning tools is a gradual, systematic and integrative process that requires a combination of pedagogical, technological and managerial approaches. The consistent

implementation of these stages will improve the quality of education, ensure individualized learning, and effectively form students' competencies.

The issue of organizing higher education based on digital learning tools is today interpreted not only as a technological innovation, but also as a transformation of pedagogical thinking. The higher education system is moving away from the traditional classroom model and towards an open, flexible and student-centered learning environment. From this perspective, digital tools are not a mechanical element of the modernization of higher education, but rather a factor that reconstructs its content, methodology and management system.

During the discussion, it was revealed that digital platforms (for example, LMS systems) allow for the systematization, control and individualization of the educational process. However, the introduction of digital technologies in itself does not automatically increase the quality of education. The main issue is to ensure the harmony between pedagogical goals, methods and technologies. If digital tools are limited only to the electronic delivery of information, this will turn into a virtual version of the traditional lecture model. Therefore, digital education should be based on interactivity, collaboration and reflexive activity.

The results of the study also show that digital learning tools play an important role in developing students' independent learning skills. Through online resources, video lectures, interactive tasks and adaptive assessment systems, each student has the opportunity to form his own individual learning trajectory. This is fully consistent with the principles of the competency-based approach. However, in this process, the digital divide, that is, the inequality of technical capabilities, is also manifested as a significant problem.

It was found that the issue of digital competence of professors and teachers is a problem. In order to effectively use digital technologies, a teacher must have not only technical skills, but also knowledge of the basics of digital pedagogy. Otherwise, technology can complicate the educational process instead of facilitating it. Therefore, digital transformation is a process that is inextricably linked to the professional development of teachers. In addition, the use of digital tools in higher education also changes the educational management system. Monitoring, analytics, and artificial intelligence elements increase the transparency of the learning process, allowing for real-time monitoring of learning dynamics. This is important for strategic decision-making. At the same time, issues of data security and academic integrity remain relevant.

Conclusion.

In general, the results of the discussion show that the organization of higher education based on digital educational tools requires a multifaceted and systematic approach. It is not only a technological update, but also a harmonious integration of didactic, methodological and management mechanisms. Only when this process is carried out in a phased, scientifically based manner will it be possible to improve the quality of education, develop student competence and ensure integration into the global educational space.

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