

SUPPORT FOR PERSONAL DEVELOPMENT BASED ON THE PROJECT METHOD IN INCLUSIVE EDUCATION

Shamsiddinova Adiba Muzaffar kizi

NamDU independent researcher

Annotation: *In this scientific article, the issues of supporting the personal development of students on the basis of the project method in the system of inclusive education are scientifically and pedagogically analyzed. One of the important tasks in the modern educational process is the development of individual abilities of students, independent thinking and increasing social activity. Especially in the environment of inclusive education, the use of the project method serves to organize effective pedagogical activities, taking into account the individual needs and capabilities of students.*

Keywords: *inclusive education, project method, personal development, individual approach, innovative pedagogy, competence, children with special needs, pedagogical technologies.*


INTRODUCTION

Today, in the process of modernizing the educational system, the concept of personality-oriented education is of particular importance. The main goal of modern pedagogy is not only to give knowledge, but also to develop the creative potential of students, to form independent thinking skills and ensure their active participation in society. In this context, the inclusive education system is an important pedagogical direction aimed at creating equal educational opportunities for all children, including students with special educational needs [1].

The development of inclusive education in the Republic of Uzbekistan is also defined as one of the priority areas of state policy. On the basis of the "concept for the development of inclusive education in the public education system in 2020-2025", important reforms are being implemented to integrate children with special needs into public educational institutions, strengthen the individual approach and introduce innovative pedagogical methods [13].

The use of the project method in an inclusive education environment is considered one of the effective means of supporting the personal development of students. The project method teaches students to independently solve problem situations, work cooperatively, think critically and creatively. Especially for students with special needs, project activities have an important pedagogical importance in increasing self-confidence, developing communicative skills and ensuring social adaptation [3].





The relevance of this research is determined by the need to scientifically substantiate the impact of the project method on personal development and develop practical recommendations in an inclusive educational environment.

Review of thematic literature

Issues of inclusive education and project method are considered one of the relevant areas of modern pedagogical science. In recent years, there has been a lot of scientific research on the impact of the project method on the personal and social development of students in World pedagogy.

Studies published by UNESCO highlight the need to take into account the individual needs of students and create an active learning environment as one of the basic principles of inclusive education [1]. Researchers evaluate the project method as an effective pedagogical tool that develops independent activities of students.

UNICEF reports note that project activities are an important factor in promoting communicative competence, adaptation to community activities, and social integration of children with special needs [2].

The scientific basis of the project method is the American educator J. Dewey. Developed by Dewey. The scientist justified the need to connect education with practical activities [3]. He believes that students effectively absorb knowledge in the process of solving real-life problems. Dewey's pedagogical views later formed the basis for the formation of the project method.


V. Kilpatrick developed the project method as a pedagogical technology based on independent activities [4]. According to the author, project activities develop the initiative, responsibility and creativity of students.

L.S. In the theory of socio-cultural development of Vygotsky, too, the role of collaborative activity and communication in the development of personality is separately mentioned [5]. In inclusive education, project activity is manifested precisely as a pedagogical tool that enhances cooperation and social integration.

Russian educator A.V. Khutorskoy analyzed the project method on the basis of a competency approach, substantiating its importance in the development of independent educational activities of students [6].

There has also been research by local scholars on inclusive education and the effectiveness of the project method. Siddikov and Boymirzayeva analyzed innovative pedagogical methods, including the effectiveness of the project method in Inclusive Education [7]. According to the authors, project activities increase the social activity of students and teach them to make independent decisions.





Kholmominova and Abdisamatova studied the theoretical and methodological foundations of inclusive education and highlighted the importance of the project method in the implementation of an individual approach [8].

Turayev and Sherova studied the pedagogical possibilities of using the project method in preparing future educators for an inclusive educational environment [9]. The research substantiates the importance of the project method in the development of pedagogical reflection and professional competencies.

Analysis shows that the project method is an effective pedagogical technology that supports the personal development of students in inclusive education. However, it is necessary to continue research on improving the methodological mechanisms of the project method in working with children with special needs.

Research methodology

In this study, theoretical and empirical methods of scientific knowledge were used. The methodological basis of the study was the competency approach, the principles of personality-oriented education and inclusive pedagogy.

The following techniques were used during the study:

- * analysis of scientific and pedagogical literature;
- * pedagogical observation;
- * comparative analysis;
- * interview and questionnaire methods;
- * monitoring;
- * summarizing the results.

As an object of research, the pedagogical process in inclusive educational institutions was chosen. The subject of the study, on the other hand, was calculated the impact of the project method on the personal development of students.

During the study, the level of communicative competence, independent working skills, creative thinking and social adaptation of students involved in project activities were monitored. The results showed that the classes using the project method had a higher level of student activity and motivation in the classroom.

Main part

Pedagogical essence of the project method

The project method is a pedagogical technology based on the independent solution of problem situations by students. This method helps students connect knowledge with practice and operate independently.

The main advantages of the project method in inclusive education are as follows::

- * provides an individual approach;
- * develops collaborative working skills;



- * forms communicative competence;
- * develops creative thinking;
- increases students' self-confidence.

The importance of the project method in inclusive education

In an inclusive environment, project activities ensure equal participation of all students. Children with special needs will have the opportunity to show their potential by participating in team project activities.

The following types of project activities are effective:

1. Social projects;
2. Research projects;
3. Information projects;
4. Creative projects;
5. Practical projects.

Impact of the project method on personal development

According to the results of the study, the use of the project method gave the following positive results:

- developed independent thinking of students;
- * communicative skills formed;
- * improved social adaptation;
- * creative thinking has developed;
- increased motivation for education.

It was observed that the reflexive activity and professional competence of educators also developed.

Conclusions and recommendations

The results of the study showed that the use of the project method in inclusive education is an effective pedagogical tool in supporting the personal development of students. Project activities serve to promote individual student empowerment, independent thinking and social integration.


The application of the project method in inclusive education creates the following opportunities:

- * individualization of Education;
- * development of communicative competence;
- * formation of creative thinking;
- * improved social adaptation.

Based on the study, the following recommendations were developed:

1. Extensive use of the project method in inclusive educational institutions;
2. Retraining educators on project technologies;



- 
3. Organization of Individual project activities;
 4. Expanding the use of Multimedia and interactive tools;
 5. Improvement of the system for monitoring project activities.

In conclusion, the project method is an important pedagogical tool to support the personal development of students in an inclusive educational environment.

LIST OF LITERATURE USED:

1. UNESCO. Inclusive Education: Ensuring Access to Education for all. - Paris: UNESCO Publishing, 2020.
2. UNICEF. The State of the world's Children. - New York: UNICEF, 2021.
3. Dewey J. Democracy and Education. - New York: Macmillan, 2015.
4. Kilpatrick W. Project Method in Education. - London: Routledge, 2016.
5. Vygotsky L.S. Pedagogical psychology. - Moscow: Prosvesheniye, 2018.
6. Khutorskoy A.V. Sovremennaya didactica. - Moscow: Peter, 2019.
7. Siddikov A.M., Boymirzayeva D.M. Methods and techniques used to improve the effectiveness of Inclusive Education // Science and Education. - 2025. - №2. - B. 206-209.
8. Kholmominova O.J., Abdisamatova M.A. Theoretical-methodological foundations of Inclusive Education // Conference of Modern Science & Pedagogy. - 2025. - №9. - B. 40-48.
9. Turayev Y.Sh., Sherova G.X. Technology of preparation of future educators for professional activities in an inclusive educational environment // Uzbek Scholar Journal. - 2026. - №50. - B. 18-22. O'zbekiston Respublikasi Prezidentining "2020-2025-yillarda xalq ta'limi tizimida inklyuziv ta'limni rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi Qarori. - Toshkent, 2020.

