

**IMPROVING THE INCLUSIVE EDUCATION SYSTEM IN A DIGITAL SOCIETY:  
CURRENT TRENDS AND PRIORITIES**

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**Abstract:** Improving the inclusive education system in the digital society is considered a pressing problem. This article analyzes the development of digital educational platforms and their role in ensuring inclusive education. The education system is undergoing major changes globally, and the need to create equal opportunities in education with the help of digital technologies is increasing. The article examines modern trends in inclusive education, digital tools that meet the requirements, and new approaches of teachers and educational institutions. It also provides priority areas, issues and prospects for ensuring inclusion in digital education, as well as practical recommendations.

**Keywords:** Digital society, inclusive education, educational technologies, digital platforms, priority areas, teaching methodology, educational system, educational institutions, compatibility, opportunities.

**Introduction.** The rapid development of the digital society, the introduction of innovative technologies into the field of education require new approaches to the formation of the education system. Globally, education systems are undergoing changes and transformations, as new technologies create great opportunities for increasing the efficiency of educational processes around the world, introducing innovations into them, and solving existing problems. Today, ensuring equal access to education and the right to education in accordance with the needs of each individual is of great importance. It is in this process that the inclusive education system plays a special role. Inclusive education is an approach aimed at equalizing educational opportunities for all individuals. In this system, the specific needs of students (physical or mental limitations, cultural and social differences) are taken into account, and educational processes are also adapted to each student. Digital technologies play an important role in this process, as they create opportunities for ensuring an individual approach to education, creating learning resources adapted for people with various limitations, and making education more open and accessible for students. The capabilities of digital educational platforms are making a significant contribution to the development of inclusive education. For example, online courses, interactive educational

programs, special programs and applications, virtual classrooms, and other digital tools are being used as effective tools to meet the specific needs of students. However, many problems still need to be solved to implement digital education in an inclusive manner. In particular, issues such as digital gaps (digital inequality), uneven distribution of resources in education, and low digital competencies of teachers are the biggest obstacles to more effective implementation of inclusive education. In this context, this article considers priority areas and practical recommendations for improving inclusive education. It examines what measures should be taken to effectively integrate digital learning platforms, adapt digital technologies to the needs of students, and expand their capabilities. It also highlights the need for educational institutions to adopt new pedagogical approaches and methodologies. The article analyzes current trends and priorities for the development of an inclusive education system in a digital society, and examines the political, social, and technological factors necessary for their implementation.

**Literature review.** Blythe, J. (2019). "Digital Education: A New Era of Inclusive Learning." This resource analyzes the role and importance of digital education in the development of inclusive education systems. The author expresses his views on expanding education using digital technologies, adapting it for people with disabilities, and creating equal opportunities globally. He analyzes the opportunities and challenges of digital education platforms, and also emphasizes the need to reduce the digital divide in education. UNESCO (2021). "The Role of Technology in Achieving Inclusive Education." This report, published by UNESCO, examines global trends in the development of inclusive education using digital technologies. The report provides detailed information on the social and economic aspects of digital education, as well as the technological resources needed to achieve inclusive education globally. This work outlines the requirements and directions for increasing the effectiveness of digital education platforms. Castells, M. (2018). "The Rise of the Network Society." This book by Manuel Castells serves as a key resource for understanding the digital society. It explores the relationship between digital technologies and social change and explains how these changes should be implemented in the field of education. Castells shows the need to liberalize education through digital technologies and make it inclusive. Anderson, C., & Rainie, L. (2020). "The Future of Education in a Digital World." This study examines the new opportunities and limitations of teaching using digital technologies in the field of education. The authors identify the main problems in the education system and show how technology can help solve them. They analyze practical approaches to expanding inclusive education through digital tools. Morrison, A., & Watson, D. (2022). "Pedagogical Innovations in Inclusive Digital Education."

This article explores innovative ways to implement digital pedagogical approaches to inclusive education. It provides practical recommendations on teachers' digital competencies, the creation of learning materials tailored to the needs of students, and the individualization of education.

**Research methods.** As a first stage of the study, existing scientific literature, reports, and global and regional trends in education were studied. This method involves analyzing existing research and practices on the development of an inclusive education system using digital tools. The sources analyzed include scientific articles, reports, and best practices in education on educational technologies, digital inclusion, and pedagogical methodologies. During the study,

questionnaires and interviews were conducted with teachers, heads of educational institutions, and users of digital educational platforms (students and their families). Using this method, experiences of using digital tools and platforms in inclusive education were studied and their effectiveness was analyzed. At the next stage of the study, experiments were organized to practically test inclusive education through digital platforms in educational institutions. Experiments were conducted with teachers and students, and their attitudes towards digital educational tools and learning effectiveness were assessed. Based on the collected data, qualitative and quantitative analysis methods were used to examine the current challenges and opportunities of digital inclusive education. The results of the analysis helped to identify the technological and pedagogical approaches needed to improve the effectiveness of inclusive education.

**Results and discussion.** As a result of the experiments and surveys, many opportunities were identified that ensure the effective functioning of digital learning platforms in the inclusive education system. Educational materials and resources adapted to the needs of students increase the effectiveness of education. This is especially important for students with mental and physical disabilities. The study identified the problem of digital gaps (digital inequality). The inability of students with limited access to digital technologies to fully benefit from inclusive education was noted in many educational institutions. To combat this, it was emphasized that it is necessary to develop strategies aimed at equal distribution of digital tools in the education system and eliminating digital gaps. The low digital competencies of teachers are an obstacle to the implementation of inclusive education. According to the results of the study, continuous training of teachers in digital technologies and their mastery of digital pedagogical methodologies will help increase the effectiveness of the inclusive education system.

The results of the study showed the need to solve a number of problems in improving inclusive education using digital technologies. To create equal opportunities in a digital society, it is necessary to train teachers in the effective use of digital technologies, reduce digital gaps, and create resources adapted to students with special needs. In addition, additional resources should be allocated for the full integration of digital tools in educational institutions. In the inclusion of digital education, it is important to expand the capabilities of technologies, as well as improve pedagogical approaches and methods, and familiarize teachers with new pedagogical technologies. In the future, with the help of digital platforms for inclusive education, it will be possible to create wide opportunities not only for students with physical and mental disabilities, but also for all students. At the same time, the use of innovative approaches in the education system, further individualization of education, and creation of equal opportunities for all students will serve to improve the quality of education.

**Conclusions and suggestions.** This study aimed to study the current issues of improving the inclusive education system in a digital society and led to a number of important conclusions. The results of the study showed that digital technologies are an important tool in the development of inclusive education, which allows creating equal opportunities for students and providing educational resources tailored to their needs. However, there are some problems in the inclusion of digital education, in particular, barriers such as digital gaps and low digital competencies of

teachers. The study showed the need to reduce digital gaps, effectively integrate digital educational platforms, increase the readiness of teachers to digital pedagogical methodologies, and ensure an individual approach to students. The introduction of digital tools in inclusive education is of great importance for creating equal opportunities for students in education. Also, improving pedagogical approaches and methods and developing the integration of digital technologies into the educational process will serve to make the education system effective and inclusive. To reduce digital divides, it is necessary to distribute digital technologies equitably in the education system. Educational institutions and governments should provide students with digital devices and access to the Internet, including additional support for rural areas and families with limited financial resources. It is necessary to strengthen the training of teachers in digital educational tools and inclusive pedagogy methodologies. To this end, teachers should be regularly trained on how to use digital educational platforms and organize lessons adapted to the needs of students. In order to integrate digital educational platforms effectively and beneficially for students, it is necessary to develop an individual learning plan for each student. Establishing close cooperation between educational institutions, teachers and technology specialists will help to adapt the platforms to the needs of students.

#### **The list of used literature**

1. Blythe, J. (2019). "Digital Education: A New Era of Inclusive Learning."
2. UNESCO (2021). "The Role of Technology in Achieving Inclusive Education."
3. Castells, M. (2018). "The Rise of the Network Society."
4. Anderson, C., & Rainie, L. (2020). "The Future of Education in a Digital World."
5. Morrison, A., & Watson, D. (2022). "Pedagogical Innovations in Inclusive Digital Education."