



## Teaching Methods and The Field of Educational Sciences Pose Significant Challenges

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**Abstract:** This text examines the comparison between inclusive policies designed to support children with specific needs and those catering to students from immigrant backgrounds. Initially, it aims to demonstrate how the European political discourse on inclusion in these realms is heavily influenced by the frameworks of human capital and social cohesion, primarily targeting marginalized individuals rather than addressing systemic educational structures. Subsequently, it delves into the intricate processes involved in translating these policy recommendations within the French-speaking Uzbek education system. The authors argue that these political orientations, characterized by soft governance, do not fundamentally challenge the existing educational structures, thus struggling to address the mechanisms that perpetuate differentiation within the educational quasi-market. Lastly, the text proposes recommendations for a comprehensive inclusive policy centered on social justice, emphasizing the need for coordinated action to address cognitive processes of stigmatization and reform school structures.

**Key words:** inclusive education, ambiguities, study, education, medical intervention

Uncertainty characterizes that which lacks assurance, exhibiting unpredictability and limited understanding. Moreover, it denotes the state of doubt experienced by an individual. While the 17th century witnessed a questioning of metaphysical foundations in conjunction with science, René Descartes' *cogito ergo sum* undeniably stands as a cornerstone in



analyzing the role of uncertainty within the development of sciences and techniques. It's worth noting that Descartes' cogito argument ultimately fails to establish complete control over one's thoughts, with "ergo" emerging as a pivotal term, indicating the essential connection between existence and thought. This "ergo" implicitly reveals a fundamental uncertainty inherent in thought itself. Although Descartes' endeavor (Descartes R. (1641)) falls short in providing a solid foundation for the thinking subject, it does, however, pave the way for scientific exploration and knowledge production by acknowledging the divided nature of the subject, relinquishing reliance on metaphysical certainties and embracing scientific inquiry instead. This shift engenders a new worldview that accommodates the emergence of "human sciences," albeit at the expense of objectifying the subject within scientific domains, particularly evident in management and bureaucratic practices, including educational systems.

While approaching the topic from a metaphysical standpoint may initially appear daunting, it brings us to the crux of the paradox inherent in the uncertainties faced by educators. The teacher's connection to knowledge is fraught with an inherent and insurmountable absence, wherein the aspirations of omniscience and the ideal of possessing sufficient knowledge risk being overshadowed. It is within this epistemological subversion, as articulated by the interplay between "cogito" and "dubito"<sup>1</sup>, that our perspective is framed. We propose to view the increasing uncertainty within teaching professions as an unacknowledged wellspring of creativity. Our focus lies on the initial training of educators in inclusive education, which, due to its diverse array of scenarios, serves as a key indicator of their relationship with the uncertainties stemming from the multifaceted nature of reality. In the current landscape, marked by institutional shifts in inclusive training, it is crucial to note the subtle distinctions

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<sup>1</sup> Black-Hawkins K., 2014, « Researching inclusive classroom practices : the Framework for Participation », in L. Florian (ed.) The Handbook of Special Education, Londres, Sage, (2nd ed.), p. 389-404.



between inclusion, educational inclusion, and inclusive education. While inclusion denotes a "fresh approach to diversity" and potentially "a method of societal integration," educational inclusion prioritizes physical access to schooling and the adaptation of students to its norms, often at the expense of the various aspects involved in tailoring schooling to accommodate diverse educational profiles.

Inclusive education aligns closely with global educational efforts and an international perspective, as articulated by UNESCO (2017): "Inclusive education is based on the right of all to quality education that meets essential learning needs and enriches the lives of learners. Focusing particularly on vulnerable and disadvantaged groups, it strives to fully develop the potential of each individual. The ultimate goal of inclusive quality education is to put an end to all forms of discrimination and to promote social cohesion."

Beyond the initial reference to Cartesian metaphysics prompted by the concept of uncertainty, the theoretical framework underpinning the analyses below draws upon foundational literature concerning inclusive education, special educational needs, and the professional expertise and knowledge of educators. This unique theoretical lens seeks to closely align with the subjects under examination, adopting an original style rooted in qualitative approaches, and contributing to the ongoing discourse on inclusive education.

The emphasis on inclusive schooling is becoming more pronounced in institutional directives for educators and their professional counterparts. However, the practical application of inclusive education often leaves them overwhelmed, especially in the early stages of their careers. This observation is not new but remains pertinent: "The complexity, encyclopedic nature, and lack of coherence found in most curricula mean that they are no longer seen by teachers as texts to which they can refer, but rather as constraints. [...] Instead of reducing uncertainty about what teaching content should entail, they contribute to exacerbating it".



In the context of inclusive education, uncertainty is particularly evident in the precise interpretation of students' difficulties, special educational needs, disability situations, and more broadly, in understanding the diverse array of specific circumstances. For educators, addressing these uncertainties and ambiguities poses a significant challenge, one that we speculate can be addressed more effectively within a framework that fosters clearer and more closely aligned connections between practices, inquiries, and innovations. Our argument aligns with previously identified questions, yet these issues persist as problematic: What are the connections between research, professional practices, and teacher training? When these connections are clarified, conflicts may arise between knowledge derived from research and that derived from experience (knowledge for teaching, about teaching, or practical knowledge).

The dynamics between juxtaposition and interaction (without specifying the nature of the connection) and the imperative of applying research findings in practice are observed, with training often portrayed as being "under the supervision" of research, despite the noted challenge of effectively influencing the professional knowledge utilized in practice. While there's a rationale for distinguishing between the logics of research and those of training, so-called professional research cannot be dismissed scientifically solely because it is reflexive, contextualized, and/or focused on the professional practices of teaching.

The uncertainty stemming from the teacher's doubts points towards a path of productivity both in fostering an inclusive approach and in the researcher's work. One of the primary aims of training, namely, cultivating an awareness of research, takes on significant importance: "One of the key features of this reform is the enhanced role given to research, not just in parallel but integrated to serve the training objective. Accordingly, research should focus more on this essential reflective approach to professional practice".

Thus, the objective here is not to discredit teaching professions, which undoubtedly leads to detrimental uncertainties and contributes to a well-acknowledged vocational crisis.



## Methodology

The survey was conducted among students enrolled in the seminar on Inclusive Education and Diversity, focusing on educating students with special educational needs. The majority of these students selected this seminar as their first choice out of three options, indicating their keen interest in themes such as diversity, difference, and special educational needs within inclusive schooling – essentially, the complex interplay between the individual and the broader educational context.

While second-year students primarily engage in practical field experiences during internships, first-year students typically observe or participate in teaching practices under supervision. However, it's worth noting that an increasing number of Master's students in Education and Teaching (MEEF)<sup>2</sup> already possess professional experience in education upon entering the program, particularly in working with students facing challenges, such as those serving as Teaching Assistants or Accompanying Students with Disabilities (AESH).

Despite prior experience, over the two-year training period, there is often a significant shift in students' attitudes toward school, university knowledge, and their professional approach to students facing difficulties, whether they have disabilities or not. Initially, students tend to seek to accumulate extensive knowledge following an encyclopedic model, aiming to list dysfunctions exhaustively and develop pedagogies tailored to each specific disorder, often employing a problem-answer approach akin to a double-entry table.

However, as trainee educators spend more time in the field, they increasingly realize the limitations of this approach. They observe how such a posture ultimately undermines the practicing teacher's expertise, detracts from individual student observation (which cannot be reduced to a simple nosography), and hampers the implementation of effective educational strategies.

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<sup>2</sup> Dehaene S. Apprendre ! Les talents du cerveau, le défi des machines. Paris : Odile Jacob, 2018.



Indeed, when educational interventions are inferred from health-related conditions, professionals specializing in those disorders (such as psychologists, speech therapists, or doctors) are typically better positioned to recommend the most appropriate educational adaptations. This shift in the understanding of difficulties leads to a reconfiguration of expertise and roles. For instance, a general practitioner might diagnose learning disorders using a battery of tests like the BREV, while teachers might administer tools like the Conners questionnaire to screen for conditions like ADHD<sup>3</sup>. This trend toward redefined expertise and functions, or even the emergence of new professions, challenges the specialized pedagogical expertise of teachers and educators more broadly.

Despite being rarely acknowledged, this shift undermines the distinct pedagogical expertise of specialist teachers and, more broadly, that of all educational professionals. While collaborative work is promoted as an essential objective, it often encounters a bias among teachers towards knowledge derived from biomedical and academic sciences. One of the primary factors contributing to the sense of professional uncertainty is therefore, hypothetically, the alignment of the teaching profession with a health-based approach to education, particularly concerning mental disorders, which are often challenging for educators.

However, contrary to the initial beliefs of students, health is defined not as a certainty derived from a positivist approach akin to evidence-based medicine, supported by contemporary advancements in technoscience and cognitive neuroimaging. Instead, health is understood as a quality of social connection. These misconceptions among trainee teachers render their pedagogical analyses opaque and hinder their ability to navigate the complexities of educational practice.

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<sup>3</sup> Houssaye J. «Présentation». Nouveaux pédagogues. Pédagogues de la modernité. Paris : Éditions Fabert, 2007.



The research presented aims to gather, formalize, and analyze the uncertainties experienced by students both at the onset of their teacher training (1st year) and as they transition into the teaching profession (2nd year, trainee school teachers). Two main instruments were utilized for data collection: a questionnaire and collective interviews.

All students completed a questionnaire comprising 10 questions, including 4 closed-ended and 6 open-ended questions. These questions explored various aspects such as the students' understanding of academic difficulty, the uncertainties they encounter in their experiences, their perspectives on inclusive education pathways, and the connections between their professional experiences and educational research. The questionnaires were administered anonymously at the beginning of the training to capture representations without bias, particularly avoiding any influence stemming from the researcher's dual role as a teacher.

The inclusion of open-ended questions aimed to prevent the inadvertent induction of a link between professional uncertainties and research. Following the completion of the questionnaires, semi-structured collective interviews were conducted by the researcher in a cooperative and constructive atmosphere within both groups. These interviews were recorded to ensure accuracy and took place without any phenomena arising that could potentially bias the results of the survey.

### ***Transforming educational culture***

On an educational front, there is still much ground to cover. While achieving learning objectives is undoubtedly crucial, the inclusive approach places a stronger emphasis on values such as respect, cooperation, support, and care for the individual dimensions and unique life journeys of each student. Furthermore, inclusive educational practices should not be viewed in isolation from societal structures but should actively promote students' critical understanding of their place within society. Rather than ignoring the social, cultural, and





political dimensions of education, this approach encourages acknowledging and reflexively engaging with them.

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