

DIGITAL TRANSFORMATION AND INCLUSIVE EDUCATION: THE CHANGING ROLE OF TEACHERS

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Abstract

The rapid development of digital technologies has significantly transformed the educational landscape, creating new opportunities for inclusive education. Modern digital tools, assistive technologies, and online learning platforms enable learners with diverse educational needs to access quality education and participate actively in the learning process. In this context, the role of teachers is evolving from traditional knowledge transmitters to facilitators, mentors, and coordinators of personalized learning experiences. This article examines the impact of digital transformation on inclusive education and highlights the changing responsibilities, competencies, and professional requirements of teachers in digital learning environments. The study emphasizes the importance of digital literacy, accessibility, and innovative pedagogical approaches in ensuring equal educational opportunities for all learners.

Keywords: *digital transformation; inclusive education; digital technologies; teacher competencies; accessibility; assistive technology; digital learning environment*

1. INTRODUCTION

The rapid advancement of digital technologies has brought significant changes to educational systems around the world. Digital transformation has become an essential component of modern education, influencing teaching methods, learning environments, and educational management. At the same time, inclusive education has emerged as a fundamental principle aimed at ensuring equal educational opportunities for all learners, including those with disabilities and special educational needs. The integration of digital technologies into inclusive education has created new possibilities for improving accessibility, participation, and learning outcomes for diverse groups of students.

Modern digital tools such as online learning platforms, assistive technologies, educational applications, interactive software, and artificial intelligence-based resources have expanded the opportunities for personalized learning. These technologies help eliminate barriers that may prevent students from fully participating in educational activities and enable teachers to adapt instruction according to individual needs and abilities. As a result, digital transformation plays a crucial role in promoting equity and inclusion within educational institutions.

The successful implementation of inclusive education in a digital environment depends largely on teachers' readiness to embrace technological innovations and apply them in ways that support all learners. Continuous professional development and the acquisition of digital competencies have become essential requirements for educators working in contemporary educational settings.

2. DISCUSSION

Today, digital technologies play an important role in the development of inclusive education. They help teachers create accessible learning environments and provide support for students with different educational

needs. Through the use of computers, mobile applications, online platforms, and assistive technologies, teachers can better understand students' abilities, identify learning difficulties, and develop individualized educational strategies.

One of the practical examples of integrating digital technologies into inclusive education can be observed at the Department of Special Pedagogy of the Pedagogical Faculty of Chirchik State Pedagogical University (CHDPU). A Mobile Complex Inclusive Laboratory has been established under the department to support diagnostic, educational, and consultative activities related to inclusive education. This laboratory serves as an innovative platform where university teachers and students work together to improve diagnostic and intervention practices through the use of modern technologies.

Within the activities of the laboratory, diagnostic assessments are increasingly being conducted with the help of computer applications and digital tools. These technologies make the assessment process more systematic, accurate, and efficient. Digital records and computerized assessment programs allow specialists to collect, analyze, and store information about children's developmental, cognitive, speech, and social skills more effectively. As a result, teachers and future specialists can obtain more reliable data and make informed decisions regarding educational support.

The laboratory also provides valuable opportunities for students to participate directly in practical activities. Under the guidance of university instructors, students learn how to use digital platforms and applications for conducting assessments, monitoring developmental progress, and planning educational interventions. Such experiences help future special educators develop both professional and digital competencies that are essential in modern educational environments.

In addition, faculty members actively utilize various online platforms and digital applications to organize diagnostic work and implement inclusive educational practices. These tools are used for communication with parents, documentation of assessment results, preparation of individualized educational recommendations, and monitoring of student progress. Digital technologies also facilitate collaboration among teachers, specialists, and families, contributing to a more comprehensive approach to supporting children with special educational needs.

Furthermore, the use of digital technologies enhances the accessibility and flexibility of educational services. Through online consultations, digital resources, and interactive learning materials, specialists can provide support to children and families who may have limited access to traditional educational services. This approach reflects the growing importance of digital transformation in ensuring equal educational opportunities and promoting the principles of inclusion. Therefore, the experience of the Mobile Complex Inclusive Laboratory demonstrates how modern technologies can be effectively integrated into diagnostic and educational activities. The collaboration between teachers and students, combined with the use of innovative digital tools, contributes to the improvement of inclusive education practices and the preparation of qualified specialists capable of meeting the diverse needs of learners in the digital age.

3. CONCLUSION

In conclusion, digital transformation has a strong and positive impact on the development of inclusive education. The integration of modern technologies into educational practice helps improve the quality of teaching, assessment, and support for learners with special educational needs. Teachers are becoming more confident in using digital tools, and their role is evolving into a more flexible, creative, and technologically competent profession.

The experience of the Mobile Complex Inclusive Laboratory at the Department of Special Pedagogy of Chirchik State Pedagogical University (CHDPU) clearly shows the effectiveness of combining theory and practice through digital technologies. The joint work of teachers and students in this laboratory has created a productive environment for conducting diagnostic activities using computer applications and modern educational platforms. This approach allows for more accurate assessment, better organization of data, and more effective planning of individualized educational support.

In addition, the use of various digital platforms and applications by teachers has significantly improved the quality of inclusive education practices. It has also strengthened collaboration between lecturers, students,

and other specialists. As a result, diagnostic processes have become more systematic, efficient, and scientifically based.

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