

BEHAVIORISTIC VERSUS CONSTRUCTIVIST VIEW OF INCLUSIVE PEDAGOGY IN HIGHER EDUCATION: NEURO-LINGUISTIC APPROACH.

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Urunbaeva Jamola Ikramjanovna

Westminster International University Lecturer.

Abstract

This article talks about the behaviorist perspective from the constructivist point of view and the neuro-linguistic approach in inclusive pedagogy in higher education.

Key words

Socioeconomic, inclusive education, disability, personality, American psychology, mind, behavior.

In the current period of socio-economic development, there are trends of applying and mastering new technologies in the educational process based on innovative educational platforms for joint education of healthy people and people with health problems in the audience. In global educational practice, this direction is called inclusive education, and inclusion has entered the practice of the educational process of the Republic of Uzbekistan.

Education of children with special needs is one of the main tasks of our country. Today, our society has set itself the task of comprehensively supporting the rights of persons with disabilities, implementing their opportunity to receive full education at all stages of this process. In our opinion, inclusive education is the most appropriate and effective way to fulfill this task. Inclusive education is a living organism, a living process, which implies a creative approach to the educational process by teachers and parents. After all, every child requires an individual approach, everyone has the right to receive education and to recognize their abilities in society.

Today, more than 700,000 people with disabilities live in Uzbekistan, more than 100,000 of them are under the age of 16 (according to the Senate of the Oliy Majlis of the Republic). In recent years, a number of positive reforms have been implemented at the state level in the field of regulatory legal framework aimed at strengthening the rights and obligations of persons with disabilities.

BEHAVIORISM - a trend in twentieth-century American psychology that rejects consciousness as an object. reduction of scientific research and psyche to

different forms of behavior, which is understood as a set of reactions of the body to environmental stimuli.

Some of the questions raised in psychology include: Is such a science even possible? Is it able to express all aspects of human behavior? What methods can he use? Are its laws as strict as those of physics or biology? Does it go beyond the pure control of behavior, and if so, what role does it play in human society?

Special meaning affects previous forms of treatment of the same subject. Human behavior has the most common characteristics of the world in which we live. Therefore, we can conclude that more has been said on this subject than on any other.

Some of these questions will one day be answered by the success or failure of scientific or technical research. But these questions still present problems that urgently require at least preliminary answers.

Many smart people believe that while some of the answers already exist, they no longer seem as promising as they once were. Below are some of the unique ideas you'll hear about behaviorism as the science of human behavior. I think they are all wrong. Thus, behaviorism is called:

1. ignores the existence of the category of consciousness, emotional states and emotional experiences;
2. based on the argument that all behavior is acquired in the course of individual history, it ignores innate human abilities;
3. understands human behavior simply as a set of responses to certain stimuli, therefore, a person is described as an automaton, robot, doll, machine;
4. does not try to take into account cognitive processes;
5. there is no place to study the intentions or goals of a person;
6. cannot explain creative achievements in fine arts, music, literature or specific sciences;
7. no place is given to the individual core of personality or its well-being;
8. it is necessarily superficial and cannot address the deep layers of the soul or personality;
9. is limited to predicting and controlling human behavior and therefore does not apply to the essence of a person;
10. works not with people, but with animals, especially white rats, so his description of human behavior is limited to the characteristics that people share with animals;
11. The results obtained in the laboratory do not apply to everyday life. Therefore, what is said about human behavior is only baseless metaphysics;

12. simple and oversimplified. What is stated as a true fact is irrelevant or long known;

13. looks scientific rather than scientific and imitates the natural sciences;

14. its technical results (successes) can also be achieved by using a healthy human mind;

Neuro-linguistic programming is a popular field of applied psychology and psychotherapy that is widespread in various areas of life. A person who knows NLP affects the subconscious mind of his listeners or his own subconscious with the help of specially selected phrases - linguistic constructions. NLP has become one of the most popular psychological practices through which a person can change their psyche and influence other people to model their behavior.

The influence of NLP on the subconscious occurs through mild Erickson hypnosis. This is very different from the classical technique that completely shuts down the mind. A person who knows NLP can put the interlocutor into a light trance by adjusting the frequency of breathing, eye contact, metaphors and figurative expressions that match the mental characteristics of a person. The trance state helps to shift attention to the inner "I", facilitates the flow of information to the subconscious. The mind of the interlocutor is not erased. But the speaker will be able to bypass his "filters", which will allow you to evoke empathy and trust.

A constructivist approach to inclusive pedagogy in higher education focuses on the construction of knowledge through active learning, student engagement, and meaningful experiences. It emphasizes the importance of students' previous knowledge, experience and culture in the educational process. Inclusive pedagogy aims to create an inclusive and supportive learning environment that embraces diverse students and encourages their active participation. From a behaviorist perspective, the focus is on external stimuli that influence observable behavior and learning. Behaviorists believe that learning is the result of conditioning, reinforcement, and repetition. In this regard, a neurolinguistic approach can be used to increase the effectiveness of inclusive pedagogy, taking into account the cognitive processes involved in learning and communication.

A neurolinguistic approach in this context involves understanding how the brain processes and responds to stimuli, including language and learning experiences. It takes into account factors such as individual learning styles, preferences and strategies to help optimize learning outcomes. This approach can inform how to design and deliver instruction that matches students' neurological and linguistic profiles. Combining a constructivist perspective of inclusive pedagogy with a behaviorist perspective and a neuro-linguistic approach can

provide a comprehensive framework for understanding and implementing effective teaching practices in higher education. This includes creating an active learning environment, providing meaningful and relevant learning experiences, and taking into account individual differences in learning styles and cognitive processes.

Inclusive pedagogy and constructivist pedagogy are pedagogical methods that aim to provide an approach to students' activities in the learning process, to give them the opportunity to strengthen and master. These methods are now widely used around the world and rely on supporting each student and identifying their highest potential.

And behaviorist pedagogy is known as a method of vacationing students' activities. In this pedagogical method, based on the goals and objectives set by the teacher, lessons with a coherent text are created that match the student's characteristics. In this method, the teacher teaches all students the same way, and each student is evaluated by the same results.

The neuro-linguistic approach is an innovation based on inclusive pedagogy and constructivist pedagogy, but uses their duality. The main principles of the neuro-linguistic approach are aimed at acquiring knowledge about other people's understanding processes, influencing understanding and strengthening understanding processes.

In this method, the teacher realizes that the students need to uncover the concepts related to a particular topic. Based on these concepts, the teacher develops relationships and connections between students. In order to implement this method, the teacher must have neurological and linguistic information, and also pay attention to the information about the students. The neuro-linguistic approach together with inclusive pedagogy and constructivist pedagogy creates an opportunity to define individual educational directions that take into account the characteristics of each student. In this way, students are given the opportunity to improve these skills and appropriate opportunities are created for their learning processes.

A behavioral neuro-linguistic approach to inclusive education in higher education involves the use of techniques and strategies that take into account the individual's neurological and linguistic processes to promote an inclusive learning environment. This approach aims to understand and meet the diverse needs and abilities of students in higher education institutions, and to create an inclusive and supportive learning environment for all. Incorporating behavioral strategies such as positive reinforcement and behavior management techniques, this approach seeks

to improve educational outcomes and enhance the overall well-being of students with diverse learning needs.

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