

**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**STAGES OF IMPLEMENTATION AND DEVELOPMENT OF INCLUSIVE
EDUCATION IN UZBEKISTAN****Muyassar Inomova**

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ABOUT ARTICLE

Key words: inclusive education, inclusive classrooms, physical impairment, individual approach, cooperation, individual potentials, support/correctional classes, intellectual development, strategy.

Received: 01.06.26**Accepted:** 02.06.26**Published:** 03.06.26

Abstract: The relevance of inclusive education in Uzbekistan lies in the fact that many children with special educational needs, even those with mild disabilities, have been receiving education in special schools. If they study and are brought up together with their healthy peers in general education schools, they can integrate into society more quickly. Another advantage of children with special educational needs receiving education within the general education system is that the expenditure on education becomes lower compared with special education. Today, the strategy of inclusive education—i.e., teaching and educating children with developmental difficulties—which is widely promoted worldwide, is also one of the pressing issues in Uzbekistan.

Introduction. One of the main humane features of the reforms being carried out in the field of education in Uzbekistan is the priority of the principles of creating equal opportunities for all learners. Providing education to children with disabilities, creating all the necessary opportunities and conditions for their education on a par with other children, is an integral part of our state's policy on raising the younger generation as well-rounded, complete people. Based on this, inclusive education is being actively introduced in our republic in order to educate

children with disabilities in the special or general education system according to their level of development, disabilities and abilities.

For this purpose, special inclusive classes have been established, and such In classes, it is understood that children with special educational needs at school receive equal and joint education with other (healthy) children. In general education schools, students in need of inclusive education attend school along with other (healthy) children and study according to educational programs that correspond to the curriculum of a particular class. In it, inclusive education and primary basic correctional classes are organized in accordance with the age and individual characteristics of children, their level of mental development, health and neuro-psychological condition. The relevance of inclusive education in Uzbekistan is that even children with milder degrees of special educational needs are being educated in special schools. However, if they receive education together with their healthy peers in general education schools, they will be able to integrate into society faster. It is worth noting that in inclusive education, a child can receive education among healthy peers without being separated from the family. Also, the advantage of children with special educational needs receiving education in the general education system is that the cost of education is reduced compared to special education. The strategy of inclusive education, which is currently widely promoted worldwide, that is, the issue of educating and raising children with developmental problems, is also a pressing problem in Uzbekistan.

Currently, the concepts of inclusive education and inclusive society are becoming widely popular among the population. However, today not all children with special needs and disabilities are fully involved in inclusive education. After all, as Vygotsky noted, progress continues even with any mental or physical disability. To address this issue, normative documents have been adopted aimed at developing inclusive education and improving the system of education for children with disabilities and disabilities. The Resolution of the President of the Republic of Uzbekistan “ On measures to further improve the system of education for children with special educational needs”[1], as well as the “Concept for the development of inclusive education in the public education system in 2020-2025” and the “Roadmap” are important in developing inclusive education and ensuring the rights of persons with disabilities.

The concept of "inclusive education" is interpreted differently in the literature. For example, in English it comes from the word "inclusive", which when translated into Uzbek means "harmonized" or "unifying"[2]. In Latin, "include" means "I encompass, I involve" [3], that is, it removes barriers between children with disabilities and ordinary children. It is used

to denote a concept or approach aimed at including the participation of all people, regardless of age, gender, ethnic origin, physical or intellectual abilities, social status, etc.

Materials and methods. The essence of inclusive education, in general, is not only about adapting the education system, but also about creating equal opportunities for all students, ensuring equality in society and accepting differences between people. This system also helps to make society more inclusive and fair. An individual approach is a way of organizing the educational process, taking into account the specific needs, abilities, interests and characteristics of each student. This approach allows students to realize their potential to the maximum and allows for the use of the most effective teaching methods for each of them. The role of an individual approach in inclusive education is very large. This approach provides the necessary adjustments for educational success. Each student is taught according to his or her needs, for example, in terms of learning style, learning speed and level of difficulty[4].

The idea of inclusive education was introduced to Uzbekistan in 1996. The main idea of inclusive education is not to include a child in the education system, but rather that the education system itself should be ready to accommodate any child. Inclusive education is based on the philosophy that all children, regardless of the severity of their disabilities, are an integral part of the education system. Children with disabilities in the Republic of Uzbekistan have the right to choose between general education schools or specialized schools. There are 86 specialized boarding schools in the republic, and the state pays no less attention to their development than general education. This can be proven by a number of legal documents, including the Law "On Social Protection of Persons with Disabilities" (1991), the Constitution of the Republic of Uzbekistan (1992), the Law "On Education" (1997), the "National Program for Personnel Training" (1997), the Plan of the National Program "Education for All" (2003), the "Interim Regulation on Inclusive Education for Children and Adolescents with Disabilities" (2005), the Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child" (2008), and the "On Measures to Radically Improve the System of State Support for Persons with Disabilities" - laws and by-laws that served as the legal basis for the introduction of inclusive education in Uzbekistan.

In the Concept for the Development of the Higher Education System until 2030, adopted at the initiative of the President of our country, Sh.M. Mirziyoyev, the main issue is aimed at raising the process of training highly qualified personnel with modern knowledge and high spiritual and moral qualities, independent thinking, to a qualitatively new level[5]. Based on this concession, special attention is being paid to raising the education system in our country to the level of requirements of world standards, and to forming a comprehensively mature,

strong knowledge and worldview, harmonious generation. Laws of the Republic of Uzbekistan dated September 23, 2020 No. OPQ-637 “On Education” [6], dated October 15, 2020 No. OPQ-641 “On the Rights of Persons with Disabilities”, Resolution of the President of the Republic of Uzbekistan dated October 13, 2020 No. PQ-4860 “On Measures to Further Improve the System of Education and Upbringing for Children with Special Educational Needs ” [7], Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 638 dated October 12, 2021 “ On approval of regulatory legal acts on the education of children with special educational needs” [8] The meaningful modernization that has occurred as a result of a change in the educational paradigm, including the equal opportunities and needs of children, is enshrined in many legislative documents of our country.

13, 2020 was of great importance. It is aimed at developing inclusive education in Uzbekistan, improving the system of education and upbringing of children with special educational needs, and improving the quality of educational services provided to them. On the basis of this document, it is determined to improve the standard of living and quality of life of persons with disabilities, provide them with medical and social assistance and rehabilitation, improve education and upbringing, and expand inclusive education. On the basis of this resolution, a “Roadmap” was developed for the implementation of the Concept for the Development of Inclusive Education in the Public Education System for 2020-2025 in 2020-2021 [9].

The issue of inclusive education The new edition of the Law of the Republic of Uzbekistan “On Education” (Article 20), adopted on September 23, 2020, provides a legal definition of inclusive education - it is emphasized that “Inclusive education is aimed at ensuring equal opportunities for all learners to receive education in educational organizations, taking into account the diversity of individual educational needs and individual capabilities.” These laws are of great importance today in ensuring the quality education of children with special needs and disabilities, as well as their successful socialization and full participation in society.

Results and discussion. A number of cooperation programs are also being implemented with the world community in the development of inclusive education. In particular, in November 1996, on the initiative of the National Commission of Uzbekistan for UNESCO, a national curriculum on the topic “Inclusive Methods in Special Education” was successfully implemented in Tashkent. In October 1998, a regional conference on this topic was organized in Bukhara in cooperation with UNESCO, UNISEF, the World Health Organization and the International Labor Organization. In 2014-2016, a project to train teachers in inclusive education practices was implemented in cooperation with the European Union, and inclusive

education curricula were developed for students and parents, 5 experimental resource centers and 15 experimental schools were established [10]. It can be said that inclusive education is being recognized by the entire world community as a new form of education for children with special educational needs, and this education has already proven itself in the experience of developed countries of the world.

In the educational process, conditions are created for students with disabilities to acquire life skills together with their peers and loved ones, based on the provision of knowledge, taking into account their pedagogical and psychological characteristics. For example: Limited education is provided, taking into account the student's ability to acquire knowledge. The content of such education should correspond to the content of general secondary education. In this case, education is carried out among peers and with them in a common way for a certain period of time. In this process, systematic pedagogical and psychological support of students is required. In addition, educational institutions must provide comprehensive assistance to children with special educational needs and their parents in receiving corrective pedagogical assistance and vocational guidance, as stipulated in the Regulation "On the Procedure for Organizing Inclusive Education in General Secondary Education Organizations", approved by Resolution No. 638 of the Cabinet of Ministers of October 12, 2021. One of the long-awaited innovations is the introduction into law of the concept of inclusive education, which ensures the equal rights of every child to receive education and prevents any discrimination and prejudice. In Uzbekistan, all children, regardless of their family situation, attend state comprehensive schools. This is guaranteed by the state.

Conclusion. Thus, a particularly important aspect of inclusive education is that children and teachers learn from each other and solve problems together. Family participation and cooperation are important in increasing self-confidence in a child with disabilities, developing skills and abilities, and encouraging learning from an early age. In the process of inclusive education, it is necessary to work with parents, explain that their children with special needs have the right to be part of society, and convey this confidence to their minds. Raising children to be healthy and well-rounded, supporting them in all aspects, providing social assistance, an effective approach to the educational process, as well as introducing forms and methods of education and upbringing, paying attention to the volume, content and quality of the educational process are the tasks assigned to all of us. It is necessary to pay special attention to this issue in our country's education system and realize that it is a powerful tool that can greatly contribute to solving the above pressing problems.

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