

**INCLUSIVE EDUCATION: ESSENCE, SIGNIFICANCE AND DEVELOPMENT  
PROSPECTS**

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**Abstract:** This article analyzes the theoretical foundations of inclusive education, its role in the education system, and its socio-pedagogical significance. It also discusses the laws and resolutions adopted in Uzbekistan on the development of inclusive education, the experience of foreign countries, and promising directions.

**Key words.** Inclusive education, adaptation to society, psychological support, economic efficiency, pedagogical innovation, humanity, international experiences, disabilities, physical, mental, spiritual.

The international history of inclusive education dates back to the early 20th century, but significant changes have occurred in its development over the years.

Initially, this system focused on the education of persons with disabilities, but later, this experience was extended to other learners as well.

International practices have played a major role in understanding how inclusive education is implemented in many countries. In recent years, ensuring human rights and creating equal opportunities for children with disabilities has become an urgent issue in the global education system.

Inclusive education is a system that ensures the participation of every child in the general education process under equal conditions, regardless of their health, physical, or intellectual abilities. The “Convention on the Rights of Persons with Disabilities” adopted by the United Nations in 2006 also emphasized the importance of inclusive education.<sup>1</sup> In recent years, Uzbekistan has paid considerable attention to inclusive education at the state level. For instance, Article 41 of the Constitution of the Republic of Uzbekistan guarantees the right to education for everyone.

The Law “On Education” (September 23, 2020, No. O’RQ–637) guarantees the right to education for all citizens, including children with disabilities.

According to the Presidential Resolution No. PQ–4860 (October 13, 2020), a phased introduction of inclusive education in schools by 2025 is planned.<sup>2</sup>

The Law “On the Rights of Persons with Disabilities” (2021, No. 682) also defines the right to education and the obligation to create special conditions.

Inclusive groups have been organized in preschool institutions, and special programs have been developed to improve the qualifications of educators.<sup>3</sup>

<sup>1</sup>UN (2006). Convention on the Rights of Persons with Disabilities.

<sup>2</sup> Resolution of the President of the Republic of Uzbekistan No. 4860.

<sup>3</sup> Law of the Republic of Uzbekistan "On the Rights of Persons with Disabilities". 15.06.2021. No-682

The word “inclusive” comes from the English term “inclusion,” meaning “involvement” or “engagement.” In the educational process, this concept refers to a pedagogical system that includes all children. The main principles of inclusive education are as follows: equality of rights, individualized approach, social integration, and cooperation. These principles have been reflected in the works of leading scholars of modern pedagogy and psychology (L.S. Vygotsky, J. Piaget, M. Ainscow). The introduction of inclusive education brings the following positive outcomes to society:

1. Adaptation to society – growing up in the same environment with peers helps children with special needs develop social skills.
2. Psychological support – the child feels like a full member of society.
3. Economic efficiency – reducing the number of separate specialized institutions and strengthening integration into the general education system.
4. Pedagogical innovation – teachers are encouraged to apply new methods and technologies.

Looking at international experience, in many countries inclusive education is considered an important part of state policy. In Finland, every school employs a special pedagogue. In the United States, the “Individuals with Disabilities Education Act” (IDEA, 2004) guarantees the right of children with special needs to study in general schools. In Japan, parental involvement is strongly emphasized in inclusive education. In Russia, the “Law on Education” (2012) defined inclusive education as a component of state policy.

In Uzbekistan, teaching, upbringing, vocational guidance, and integration of children with disabilities into society are considered priority directions of state policy.

This is due to the fact that one of the five principles of development in Uzbekistan is a strong social policy aimed at providing comprehensive support for vulnerable groups of the population, which is legally guaranteed.

In conclusion, inclusive education is an integral part of the modern education system based on the principles of humanism. It ensures the education and social integration of children with special needs. The laws and resolutions adopted in Uzbekistan create a strong legal framework for the development of this sector.

In the future, it is necessary to further expand inclusive education based on international experience.

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