EUROPEAN JOURNAL OF LIFE SAFETY AND STABILITY (EJLSS)
ISSN2660-9630
www.ejlss.indexedresearch.org Volume 53, 2025 ||



Strategies for Implementing Inclusive Education in Educational Institutions

Mexribonu Adashaliyeva
Student of Namangan State Pedagogical Institute
Oribboyeva Dilafruz Dadamirzayevna
Head of the Department of Creative Pedagogy and Psychology, associate professor

Abstract: *This article explores the concept and essence of inclusive education, the issues related to its development, legal foundations, and the core objectives of inclusive education. It discusses the educational challenges faced by children with special needs and outlines solutions to existing problems, available opportunities, and key aspects of organizing inclusive education. Particular attention is given to the role of families in the implementation of inclusive education and the importance of establishing effective collaboration with parents within educational institutions.*

Keywords: *special pedagogy, education, inclusive education, child, special educational needs, cognitive activity, parents.*

Date of Submission: 20-05-2025 ***Date of Acceptance: 20-06-2025***

INTRODUCTION

Inclusive education is one of the most pressing and important issues of today. This is because the effective organization of inclusive education for children with special educational needs helps address the material and spiritual challenges faced by families raising children with disabilities. It prevents the marginalization and discrimination of children with disabilities in schools and society, ensures equal rights among all children, and fosters friendly and respectful relationships. As a result, the quality of education improves for everyone, and children with disabilities adapt to living and working in natural environments alongside their typically developing peers.

The adoption of the newly revised Law "On Education" in our country has become one of the significant steps in this direction. In particular, Article 20 of the Law states:

“Inclusive education is aimed at ensuring equal opportunities for all learners to receive education in educational institutions, taking into account the diversity of special educational needs and individual capabilities”.

In this regard, Uzbekistan has been implementing a number of positive measures to develop inclusive education, enhance its effectiveness, and increase the engagement of educational institutions and the broader public responsible for inclusive education. The experiences of leading foreign countries are being studied, and opportunities for their application in Uzbekistan are expanding.

METHODS

This research analyzes the key objectives of inclusive education, its fundamental concepts and essence, the regulatory and legal framework, and the main aspects of organizing inclusive education. It also examines the role of families in the implementation of inclusive education, as well as the outcomes of direct engagement with parents. In the course of the study, relevant scientific research and practices carried out in foreign countries, as well as in Uzbekistan, were reviewed and analyzed.

RESULTS

Since gaining independence, the Republic of Uzbekistan has paid special attention to ensuring that children and adolescents grow up to be physically healthy, mentally mature, and spiritually well-rounded individuals by providing them with all the necessary conditions and opportunities.

As is well known, inclusive education is a process aimed at developing general education that guarantees equal access to quality learning for all children—regardless of their abilities or special educational needs. It ensures that children with special needs receive appropriate education and upbringing alongside their peers.

When discussing inclusive education, it is essential to highlight its primary objectives, which include:

Creating the necessary psycho-pedagogical and correctional conditions within educational institutions to support children and adolescents with special educational needs. This includes implementing inclusive curricula and correctional programs to support their psychological development and social adaptation.

Guaranteeing equal educational rights for students by integrating learners from special education institutions into mainstream schools in a coordinated manner.

Eliminating barriers between children with disabilities and their typically developing peers through active participation from both society and families, addressing the specific needs of the child and facilitating early social integration.

Realizing the right of children and adolescents with disabilities to live within their families, rather than in isolation or specialized institutions.

Promoting alternative and positive societal attitudes toward children and adolescents with disabilities.

Based on these objectives, it is necessary to take into account the specific characteristics of inclusive education during its implementation. This is particularly important for shaping correct perceptions in children's minds regarding race, disability, and diversity of ability, which is a key factor in the effectiveness of inclusive education. The presence of misconceptions may lead to children with disabilities being subjected to mockery or discrimination.

To improve the effectiveness of education and upbringing, it is essential to create an environment in all schools that ensures equal rights and fosters friendly relationships among all children. Teachers must help create a positive and collaborative atmosphere in every classroom, where students can openly discuss their lives and emotions.

Students should be taught to understand that disability is not a form of abnormality, but rather a limitation that results from certain impairments. It is important to eliminate feelings of fear or disgust toward children with disabilities. Students should be educated on why assigning nicknames, mocking, or showing negative attitudes is harmful and must be prevented.

In necessary cases, when negative attitudes toward children with disabilities are expressed by some students, it is appropriate to discuss the issue with the entire class. Achieving positive results requires persistent effort. In every discussion, it is important to highlight each child's achievements by comparing them with their previous progress.

When conducting various surveys and psychological tests with students, it is appropriate to avoid questions related to the child's race, gender, social background, or disability.

Students' work and achievements should be showcased across all fields, both in school and in extracurricular activities. Including the creative work of students with disabilities in lesson materials can have a highly positive impact. Books, visual aids, and educational programs used in class must be adapted to suit inclusive education. Schools must adhere to the principle of transparency, and it is important that students, parents, and teachers maintain close communication.

To implement the methodological recommendations mentioned above into school life, teachers should find time each day to engage students in conversations about topics that interest them, or that they find important, worrying, or distressing. This process provides an opportunity to explore the inner world of every student, including those with disabilities, and to understand their problems.

If a student with special needs is unable to speak about their inner experiences due to shyness or fear, the teacher should act in such a way that the entire class offers support. In such an environment, every child will feel safe and will be able to express their emotions without fear.

Furthermore, teachers should explain the roots of discrimination, both historically and in contemporary contexts, in a way that helps students understand that all human differences can and should be accepted. It is especially important to cultivate this awareness in students from an early age.

In classroom settings, student groups should be arranged in such a way that allows each child to work independently when necessary, using specialized tools or devices if needed. A flexible approach should also be taken toward required tasks in the curriculum.

It is important to divide the class into groups, pairs, or provide individual tasks. Teachers must ensure that each group is diverse and includes both students with and without disabilities. It is crucial that the teacher evaluates each student's work individually and focuses on enhancing the group or class as a whole through these individual contributions.

At this point, it is worth highlighting several key factors that contribute to the effectiveness of inclusive education:

Sufficient space must be provided in the classroom for children who use mobility aids (such as wheelchairs or assistive devices) to move around comfortably;

Students with visual or hearing impairments should be seated in a way that allows them to participate fully in all classroom activities;

Children who face difficulties in learning should be given the opportunity to actively participate in various educational games;

Conditions must be created for students with different medical needs (for example, those who need to eat or drink frequently, who cannot stand for long periods, or who need more frequent restroom breaks) to ensure they do not feel uncomfortable or excluded.

Another vital aspect of implementing inclusive education in educational institutions is the development of the concept of equality. Teachers and caregivers can invite a person with a disability to speak with the students, allowing them to learn more about the social experiences of

people with disabilities, their achievements and challenges, and the importance of meeting their educational needs.

It is also necessary to explain the difference between a person who is temporarily ill or injured and someone who lives with a disability. Since many children experience illness or injury, it is important to talk with them about these situations and the physical changes they involve. This helps children understand that disability is often a long-term or permanent condition that may take years to recover from if recovery is possible at all.

Students should be taught that disability may involve limitations in seeing, hearing, mental processes, or physical ability concepts that should be presented in a simple and understandable manner.

Inviting individuals with disabilities to share their personal stories can leave a strong impression on students. Learning about the difficulties they have faced, the reactions of others, the discrimination they have encountered, and how they have dealt with these challenges helps students reflect on and regulate their own behavior.

In classrooms, it is necessary to discuss all issues openly, based on the principle of transparency. Children should be encouraged to share their own experiences or talk about people they know for example, relatives or friends who have disabilities. When a student with special needs shares a story about being mocked or insulted, it is important to support them throughout the process. The teacher should also acknowledge and highlight the achievements or specific abilities of any student with disabilities in the class or group.

Additionally, attention should be paid to the following:

- Using drawing, games, music, singing, or storytelling as tools to explain the concept of human differences;
- Teaching students not to use nicknames;
- Monitoring the school environment: Teachers should primarily ensure that students with disabilities are able to move freely and without difficulty in and around the school.

Teachers and caregivers should explain to students with disabilities that their abilities are limited in certain areas, and that they should not be ashamed of the word “disability.” Educators must use their professional skills to shape students’ understanding of how society perceives people with disabilities. Lessons should also be linked to the lives of famous people with disabilities. For example, in history classes, students can explore historical material about individuals with disabilities; in mathematics, tasks related to challenges faced by such individuals may be introduced.

It is also important not to forbid students from asking questions about people’s limitations. The best approach is to ask the person directly, allowing them to answer for themselves if they wish to. If the person is unwilling to answer, the teacher should explain that they are currently not ready to talk about that topic. For instance, the teacher might say, “You may be able to answer this question yourself, or we can ask again a bit later.”

For children with disabilities, it is important to present positive examples of adults with disabilities who lead fulfilling lives. These students should be supported in developing a positive vocabulary about themselves and their life paths. Children with disabilities should be given the opportunity to speak about their own limitations if they wish but should never be forced to do so. Their wishes, interests, and needs should be regularly asked about and respected. Teachers should also learn whether the child has any family members or acquaintances with disabilities and provide opportunities to ask questions or talk freely about them.

CONCLUSION

A number of positive outcomes have been achieved in the implementation and development of inclusive education in our Republic. However, there are still some issues that require resolution. These include:

- the lack of access to comprehensive medical and pedagogical support in most general education institutions;
- the inability of teachers in general education schools to fully meet the special needs of students with disabilities due to a lack of knowledge of specialized methodologies;
- the absence of tiflotechnical and surdotechnical aids in general education institutions;
- the difficulty in providing individualized support to students with disabilities due to overcrowded classrooms;
- the negative impact on the academic progress of other students caused by the additional attention required by students with special needs;
- the structural design of school buildings not accommodating the physical characteristics of students with disabilities, resulting in limited mobility within schools;
- the lack of understanding among parents about the nature of inclusive education, which leads to resistance;
- the absence of individually tailored programs for students with disabilities in inclusive education settings, among other issues.

Addressing these problems and improving the effectiveness of inclusive education largely depends on the role and efforts of educational staff. As inclusive education is introduced, general education teachers are expected to meet higher professional standards. It is also essential that teachers foster warm, friendly, and sincere relationships between typically developing students and those with special needs. Moreover, they should work to build a clear and positive understanding of inclusive education among parents.

In conclusion, the educational process in inclusive classrooms must be rooted in positive relationships and guided by the belief that tomorrow can be even better than today.

REFERENCES

1. Н.А.Игнатченко. Актуальные проблемы коррекционной педагогики. Краснодар, Кубанский государственный университет, 2019 г.
2. Axmadjanovna, B. O. (2022, December). PROSPECTS OF INCLUSIVE EDUCATION. In Conference Zone (pp. 272-277). O‘zbekiston Respublikasining yangi tahrirdagi “Ta’lim to‘g‘risida”gi Qonuni. 2022-yil 23 sentabr.
3. Toxirjon o’g’li, H. J., & Adashaliyevich, B. M. (2023). PROSPECTS FOR DEVELOPMENT OF THE SERVICES FIELD. INNOVATION IN THE MODERN EDUCATION SYSTEM, 3(27), 274-279.
4. Л.Успенская. “Устранения замкания у дошкольников”, Москва, 1990.
5. Adashaliyeva, M. ., Bekmirzayev, . M. ., & Bekmirzayeva, O. (2022). TRAINING OF QUALIFIED SPECIALISTS IS A CHALLENGING PROBLEM. Scientific Impulse, 1(3), 1104–1106. Retrieved from http://nauchniyimpuls.ru/index.php/ni/article/view/1247

6. Adashaliyeva, M., Bekmirzayev, M., & Bekmirzayeva, O. (2022). TRAINING OF QUALIFIED SPECIALISTS IS A CHALLENGING PROBLEM. Международный научный журнал «Научный импульс». № 3 (100), часть 1. Октябрь.
7. Axmadjanovna, B. O. (2022, November). BOLALAR NUTQINING RIVOJLANISHIDA LOGOPEDIK O ‘YINLARNING AHAMIYATI. In Conference Zone (pp. 311-314).
8. Axmadjanovna, B. O. (2022, December). PROSPECTS OF INCLUSIVE EDUCATION. In Conference Zone (pp. 272-277).
9. Mirzoxid, B., Onaxon, B., & Mexribonu, A. (2023). USE OF PEDAGOGICAL TECHNOLOGIES IN IMPROVING THE QUALITY OF EDUCATION. Новости образования: исследование в XXI веке, 1(6), 1013-1018.
10. А.Ш.Бекмирзаев, М.А.Бекмирзаев, О.А.Бекмирзаева. Рақобатбардош кадрлар тайёрлашнинг долзарб масалалари. “Маҳаллий хом-ашёлардан рақобатбардош маҳсулот ишлаб чиқаришнинг илмий-технологик масалалари” номли Республика илмий-амалий анжумани тезислари тўплами, Наманган, НамМТИ, 2011 йил.
11. Adashaliyeva, M. Bekmirzayev,. M.., & Bekmirzayeva, O.(2022). TRAINING OF QUALIFIED SPECIALISTS IS A CHALLENGING PROBLEM. Scientific Impulse, 1(3), 1104-1106.
12. Adashaliyevich, B. M. (2024, January). THEORETICAL PRINCIPLES OF THE STUDY OF AGRICULTURAL ACTIVITY IN ENSURING STATE ECONOMIC SECURITY. In INTERDISCIPLINE INNOVATION AND SCIENTIFIC RESEARCH CONFERENCE (Vol. 2, No. 16, pp. 84-89).
13. Бекмирзаев, А. Ш., Бекмирзаев, М. А., & Бекмирзаева, О. А. (2011). Рақобатбардош кадрлар тайёрлашнинг долзарб масалалари.“.
14. Adashaliyevich, B. M. (2023). THEORETICAL BASIS OF AGROLOGISTIC SUPPLY.
15. Adashalievich, B. M., & Toxirovich, M. B. (2023). SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP-DEVELOPMENT GUARANTEE. INNOVATIVE ACHIEVEMENTS IN SCIENCE 2022, 2(16), 73-78.
16. Bekmirzayev, M. A. (1788). Ensuring stability of agriculture based on the development of the farm economy of the republic of Uzbekistan. Indo–Asian Journal of Multidisciplinary Research (IAJMR). pg, 1793.
17. BEKMIRZAYEV, M. Distinctive features of sustainable farming development. In ORGINIZED BY GLOBAL RESEARCh NETWORK" LLC AND IDEAS LAB//International conference on sustainable development and economics. pg (pp. 154-158).
18. Бекмирзаев, М. А., & Холиков, Ж. Т. У. (2022). ВАЖНОСТЬ РАЗВИТИЯ СФЕРЫ УСЛУГ В РЕСПУБЛИКЕ УЗБЕКИСТАН. In Colloquium-journal (No. 4 (127), pp. 18-21). Голопристанський міськрайонний центр зайнятості.
19. ADASHALIYEVA, M. (2024). LOGOPEDIK O‘YINLARNING AHAMIYATI. News of UzMU journal, 1(1.1. 1.), 37-40.
20. Адашалиева, М. М. (2024). ЗНАЧЕНИЕ ЛОГОПЕДИЧЕСКИХ ИГР В РАЗВИТИИ РЕЧИ ДЕТЕЙ. INNOVATIVE ACHIEVEMENTS IN SCIENCE 2022, 3(25), 120-123.
21. Bekmirzayev, M., & Mirzatov, B. (2023). Issues of econometric modeling and forecasting of sustainable development of agribusiness subjects. In E3S Web of Conferences (Vol. 452, p. 01022). EDP Sciences.

22. Bekmirzayev, M., & Xolikov, J. (2023). PROSPECTS FOR THE DEVELOPMENT OF SERVICE INDUSTRIES. Scientific and Technical Journal of Namangan Institute of Engineering and Technology, 8(1), 233-237.
23. Bekmirzayev, M. A. (2023). O‘ZBEKISTONNING “YASHIL IQTISODIY STRATEGIYASI” VA UNI AMALGA OSHIRISHNING ASOSIY YO ‘NALISHLARI.
24. F.U.Qodirova, D.A.Pulatova. Inklyuziv ta’lim: nazariya va metodika (darslik). Chirchiq – 2022-yil.