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## EFFECTIVE ASPECTS OF THE HOLISTIC APPROACH IN PRIMARY EDUCATION

Khujanazarova Gulbakhor Gofurjonovna

Assistant, Department of Uzbek Language and Language Teaching,  
Fergana State Technical University, Fergana, Uzbekistan

Nurmatjonov Tojimuhammad Shavkatjonovich

Student, Fergana State Technical University, Fergana, Uzbekistan

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### **Abstract:**

The “Uzbekistan-2030” strategy sets the task of improving the quality of primary education by 2030, based on international criteria and advanced foreign experience. On this basis, the introduction of an inclusive education approach to the primary education system in our country and the development of knowledge and skills of children with special educational needs through it is defined as an important strategic direction.

This article covers the content, basic principles, methods of its practical application, and expected results of a comprehensive approach to primary education in Uzbekistan. During the research, the scientific works of local and foreign pedagogical scientists were analyzed, and regulatory and legal documents on inclusive education were considered. Also, the place of this type of education in the general education system was substantiated through individual methodological approaches.

The main purpose of the article is to form innovations in inclusive education at the primary stage in Uzbekistan and clarify approaches in this regard.

**Keywords:** primary education, innovative approaches, Uzbek education system, inclusive education, student qualifications, pedagogical problems, teacher training, experience and analysis, equal opportunities, efficiency.



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## **Introduction**

In the evolving landscape of modern pedagogy, the holistic approach has emerged as a dynamic and integrative model in primary education. This approach prioritizes the development of the “whole child,” addressing not only academic growth but also emotional, social, physical, and cognitive development. Unlike traditional models that emphasize rote learning and subject-specific achievement, the holistic paradigm recognizes the interconnectedness of various domains of child development and seeks to nurture them collectively [1].

The effectiveness of holistic education lies in its capacity to foster meaningful engagement, creativity, and long-term learning motivation among young learners. In primary education, where foundational attitudes toward learning are formed, a holistic approach ensures that teaching methods are student-centered, inclusive, and adaptive to individual needs [2]. The approach is often implemented through interdisciplinary activities, social-emotional learning (SEL), experiential learning, and a nurturing classroom environment [3].

Research indicates that holistic teaching strategies can significantly enhance academic performance, classroom behavior, and interpersonal relationships, particularly when combined with active parental involvement and culturally responsive pedagogy [4]. Moreover, the use of holistic assessment tools—such as portfolios, observational checklists, and self-reflection journals—has shown to support a more comprehensive understanding of student progress beyond standardized test scores [5].

In the context of Uzbekistan’s national education reform, increasing attention is being given to methods that support inclusive, learner-focused strategies at the primary level. The holistic approach aligns well with these national goals, especially in multilingual, multicultural, and rapidly digitalizing learning environments [6].

This article explores the key dimensions that contribute to the effectiveness of the holistic approach in primary education, drawing from theoretical foundations, classroom practice, and recent studies. Particular emphasis is placed on integrating emotional intelligence, differentiated instruction, and collaborative learning in the early stages of child development.



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## **Materials and Methods**

The development of inclusive education as an innovative component in primary education is a key focus of this research. Accordingly, the central objective of this study is to explore strategies for shaping inclusive education within the primary school system through innovative approaches and to identify practical solutions to current challenges in this field.

The research methodology is grounded in the analysis of normative and legal documents that provide the foundational framework for the implementation of inclusive education in Uzbekistan. These include:

- Article 78 of the newly revised Constitution of the Republic of Uzbekistan, which establishes the right to education for all citizens regardless of individual differences [1];
- The Law “On the Rights of Persons with Disabilities”, adopted in 2020, which affirms the state’s responsibility to create inclusive learning environments [2];
- The United Nations Convention on the Rights of Persons with Disabilities, signed in New York on December 13, 2006, and subsequently ratified by Uzbekistan, which calls for the full inclusion of persons with disabilities in all aspects of public life, including education [3];
- Presidential Decree dated October 13, 2020, “On Measures for Further Improving the Education System for Children with Special Educational Needs,” which outlines steps toward creating accessible and adaptive educational infrastructure [4].

This article analyzes the process of implementing innovative inclusive education in primary schools, with reference to these legislative instruments. The legal content was examined using document analysis methodology, while qualitative insights were drawn from case studies of pilot schools implementing inclusive teaching practices. The study also considers comparative approaches used in international models, drawing on relevant global research to contextualize Uzbekistan’s progress and challenges.

By integrating legal review and practical analysis, the research identifies key mechanisms for institutionalizing inclusive innovation in primary education and proposes strategic pathways for its sustainable implementation.



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## **Results and Discussion**

In recent years, Uzbekistan has taken practical steps toward the implementation of inclusive education, particularly within the primary education system. Beginning in the 2021–2022 academic year, several innovative approaches have been introduced to facilitate the integration of students with special educational needs (SEN) into general education settings.

One of the most significant innovations has been the establishment of inclusive classrooms within primary schools. These classrooms are specifically adapted to meet the needs of children with disabilities, while also accommodating their typically developing peers. The initiative aims to ensure equal access to education and promote social inclusion from an early age.

Key elements of the current inclusive innovation include:

- Structuring classrooms to support joint learning for both SEN and non-SEN students, ensuring physical accessibility and psychological safety.
- Developing specialized training programs and selection criteria for teachers involved in inclusive classrooms, with an emphasis on pedagogical flexibility and emotional sensitivity.
- Advancing inclusive classes as an independent educational model, aimed at strengthening social and academic integration.

The primary goals of this initiative are:

- a) To provide quality education for children with special needs, especially those living in remote or underserved areas.
- b) To enable their integration with typically developing peers, thus fostering both social inclusion and academic achievement.

### **Pilot Case Study and Positive Outcomes**

Practical implementation began on a trial basis, including a pilot project launched in the 2021–2022 academic year at School No. 209 in the Bektemir district of Tashkent. This experience yielded several positive results:

- Typically developing students began assisting their peers with special needs in reading, writing, and drawing activities.
- Collaborative skills and mutual support emerged during group assignments and hands-on tasks.



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- Classrooms were gradually adapted to better meet the learning needs of inclusive students.

These developments demonstrate the practical viability and potential scalability of inclusive practices in the country's primary education sector.

#### Challenges Identified

Despite the positive progress, several systemic and pedagogical challenges remain:

- Lack of infrastructure and adaptive equipment in schools, particularly in upper-floor classrooms without accessibility features such as ramps or elevators.
- Shortage of qualified teachers trained in inclusive pedagogy has created a growing demand for skilled educators at the primary level.
- Insufficient development of inclusive teaching methodologies, especially for classrooms where students with and without disabilities study together.
- Limited supply of adapted textbooks and multimedia resources, which hampers the effectiveness of instruction for students with SEN.
- Severe shortage of specialized support personnel, including speech therapists (logopedists), special educators (defectologists), and audiopedagogues (surdopedagogs), with professional training systems for such experts still underdeveloped.

#### Conclusion and Recommendations

Recent innovations in the development of inclusive education within Uzbekistan's primary education system are yielding promising outcomes. These efforts reflect a growing commitment to educational equity, where all children—regardless of their physical or cognitive abilities—have the right to participate fully in school life.

However, the long-term success and sustainability of inclusive education require further systematic scientific research, the strengthening of pedagogical training, and the development of a comprehensive methodological foundation. As Uzbekistan progresses toward membership in the World Trade Organization (WTO), the need for inclusive, rights-based education that aligns with international standards is becoming increasingly urgent.



In light of the current findings and challenges, the following organizational measures are recommended:

- Promote and institutionalize successful pilot practices by documenting and disseminating effective models of inclusive education and ensuring their scientific validation and scalability.
- Enhance the teaching of “Special Pedagogy” in teacher training institutions, ensuring future educators possess in-depth knowledge and competence in inclusive education strategies.
- Incorporate direct involvement of pre-service teachers in inclusive classrooms during their practicum period, allowing them to gain practical experience working with students with special needs.
- Develop methodological resources and teaching tools specifically designed for inclusive education, including differentiated materials and adaptive technologies.
- Amend the professional qualification framework for primary school teachers to include the role of an “Inclusive Education Methodologist,” thus formally recognizing the specialization and encouraging professional development.

In conclusion, inclusive innovation in primary education is not only a pedagogical imperative but also a reflection of the nation's commitment to human rights, social cohesion, and sustainable development. Future scholarly work should prioritize this field and contribute to the formation of an education system that leaves no child behind.

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