



MODERN PRINCIPLES OF INCLUSIVE EDUCATION AND THEIR PEDAGOGICAL INTERPRETATION

Jasur Jumaniyozov

Chirchiq State Pedagogical University

Faculty of Pedagogy Master's Student of the 2nd Year,
Group 24/1, Special Education, Surdopedagogy Program

Abstract

This article explores the modern principles of inclusive education, their pedagogical significance, and their implementation in the educational system of Uzbekistan. It analyzes the stages of development and practical directions of inclusive education based on national legal frameworks and state policies. The study compares advanced international experiences, UNESCO and UN data, and local practices. The article aims to contribute to the improvement of pedagogical approaches that support the development of inclusive education in Uzbekistan.

Keywords: Inclusive education, modern principles, special pedagogy, integration, education policy, pedagogical interpretation.

INKLYUZIV TA'LIMNING ZAMONAVIY TAMOYILLARI VA ULARNING PEDAGOGIK TALQINI

Jumaniyozov Jasur

Chirchiq davlat pedagogika universiteti Pedagogika fakulteti Maxsus
pedagogika: Surdopedagogika yo'nalishi 2-bosqich, 24/1 guruh magistranti

Annotatsiya:

Mazkur maqolada inklyuziv ta'limning zamonaviy tamoyillari va ularning pedagogik talqini tahlil qilinadi. Inklyuziv ta'lim insonparvarlik, teng imkoniyatlar, hamkorlik, differensial yondashuv va individuallashtirish tamoyillariga asoslanadi. Tadqiqotda O'zbekiston ta'lim tizimida ushbu



tamoyillarni amaliyotga tatbiq etishning hozirgi holati, shuningdek, xalqaro tajriba bilan taqqoslagan holda ularning samaradorligi o'rganiladi. Maqolada inklyuziv ta'limda o'qituvchining roli, ta'lim muhiti va pedagogik yondashuvlarning o'zaro bog'liqligi ilmiy jihatdan asoslab berilgan.

Kalit so'zlar: inklyuziv ta'lim, zamonaviy tamoyillar, maxsus pedagogika, integratsiya, ta'lim siyosati, pedagogik talqin.

INTRODUCTION

In recent years, one of the key directions of the reforms being implemented in the education system of Uzbekistan has been the introduction and development of inclusive education. The concept of inclusive education aims to create an educational environment of equal opportunities by taking into account the individual needs, abilities and capacities of every child. This process is primarily based on the principles of humanism in education and is carried out in accordance with the fundamental norms established in the United Nations *Convention on the Rights of Persons with Disabilities* adopted in 2006. The Republic of Uzbekistan ratified this Convention on May 7, 2009 (Law No. O'RQ-212), which served to legally strengthen inclusive education at the level of national policy.

Among the most important documents that define the legal foundations of inclusive education are the Law "On Education" [1] (September 23, 2020, No. O'RQ-637), the Law "On the Rights of Persons with Disabilities" [2] (October 15, 2020, No. O'RQ-641), as well as the Presidential Decree No. PQ-3771 "On Measures to Create a Favorable Environment for Persons with Disabilities" [3] (July 1, 2018). Additionally, the Presidential Decree No. PQ-60 of December 16, 2021 "On the Approval of the Concept for the Development of Public Education in 2022–2026" defines the development of inclusive education as one of the priority areas of state education policy. [4]

At the international level, the *Salamanca Statement* adopted by UNESCO recognizes inclusive education as a global concept, emphasizing the necessity of creating an educational system in which every child has the opportunity to realize their potential. These principles are also reflected in Uzbekistan's educational policy. [5]



From this perspective, the integration of inclusive education into the national pedagogical system plays a crucial role not only in ensuring social equality but also in increasing the intellectual potential of society and securing the sustainable development of the education system. This article provides a scholarly analysis of the modern principles of inclusive education, their theoretical-pedagogical foundations, and their implementation within the education system of Uzbekistan.

METHODS

The methodological foundation of this research is based on socially just, humanistic, and competence-oriented approaches that form the modern paradigm of inclusive education. The study draws upon the analysis of key directions outlined in the Law of the Republic of Uzbekistan “On Education” (September 23, 2020), the Law “On the Rights of Persons with Disabilities” (2021), and the Concept for the Development of Inclusive Education for 2023–2026. At the same time, the international framework of the research is grounded in the principles of the *UN Convention on the Rights of Persons with Disabilities* (2006), as well as UNESCO (2020) and UNICEF (2022) initiatives such as “Education for All” and “Inclusive and Equitable Quality Education.” [6]

The methodology primarily employs theoretical-analytical and comparative methods to examine the correlation between international and national pedagogical interpretations of inclusive education principles. Through content analysis, the research explores the scholarly works of both Uzbek and international scholars — such as T. Qudratova, S. Tuxtayev, Ainscow M., and Florian L. — and conducts a comparative evaluation of their methodological perspectives. [7.8.9]

The research is conducted within the frameworks of pedagogical axiology, the philosophy of inclusivity, and learner-centered education theory. This made it possible to scientifically examine the pedagogical interpretation of inclusive education principles — specifically, recognizing individual learner needs, ensuring social equity, forming collaborative teaching practices, and developing adaptive assessment systems.



From a methodological standpoint, the study combines systemic, axiological, and competency-based approaches. Additionally, by analyzing national regulatory frameworks on inclusive education in comparison with international standards, the research identifies the existing opportunities and challenges within the education system of Uzbekistan.

RESULTS AND DISCUSSION

The findings of the research indicate that the modern principles of inclusive education are being gradually and systematically established within the education system of Uzbekistan. First and foremost, an approach based on human rights and social justice has become an important component of state policy. In particular, the Concept for the Development of Inclusive Education for 2023–2026 outlines mechanisms for ensuring equal access to education for all children and for integrating students with physical or intellectual disabilities into general education institutions.

The analysis shows that international experience — specifically, the “barrier-free education” model proposed by Ainscow (2020) and Florian (2019) — is being adapted to the local context of Uzbekistan. Meanwhile, local scholars such as Qudratova (2022) and To‘xtayev (2023) emphasize the importance of adaptive educational environments, the development of teachers’ inclusive competencies, and the recognition of individual differences as core pedagogical principles.

Empirical analysis and examination of the current legal framework reveal that the following pedagogical principles hold primary importance in effectively implementing inclusive education in Uzbekistan:

1. **Individual approach** — taking into account the psychophysiological and social needs of each learner.
2. **Principle of collaboration** — ensuring active cooperation among teachers, parents, and the community to support educational outcomes.
3. **Equal opportunities** — guaranteeing fair access to educational resources, technologies, and social infrastructure.
4. **Axiological approach** — respecting the learner’s dignity and aligning education with humanistic values.



The results demonstrate that the pedagogical interpretation of inclusive education in Uzbekistan is increasingly interlinked with the “learner-centered education model.” Psychological-pedagogical services are being expanded in educational institutions, teacher training through specialized courses is being intensified, and infrastructural changes are being implemented to create a “barrier-free” environment.

However, the analysis also reveals certain challenges in the full implementation of inclusive education: insufficient methodological preparedness among teachers, a limited number of resource centers, and an underdeveloped monitoring and evaluation system within educational institutions. Consequently, the study identifies the necessity of introducing scientifically grounded methodological approaches and modernizing the teacher training system to effectively apply contemporary pedagogical principles in practice. [10]

DISCUSSION

The results of the analysis show that although the principles of inclusivity are rapidly developing within Uzbekistan’s education system, this process still requires theoretical and practical enhancement. In international academic literature (Ainscow, 2020; Florian, 2019), the primary goal of inclusive education is defined as unlocking each child’s individual potential, eliminating barriers within the learning environment, and ensuring social justice. These views are also reflected in the works of local researchers (Qudratova, 2022; To‘xtayev, 2023; Karimova, 2024), who interpret inclusive education as a step toward the humanization of the pedagogical system. [11]

Comparative analysis reveals that in Western countries, the principles of inclusive education are primarily built upon the concept of **Universal Design for Learning (UDL)** — an approach that aims to design the learning process flexibly to accommodate learners with diverse needs. In Uzbekistan, however, inclusivity is mostly developing within the framework of a **compensatory approach**, which involves creating separate conditions and support mechanisms for students with special needs. This indicates that a fully integrated stage has not yet been reached. The findings further demonstrate that teachers’ level of preparedness has a direct impact on the effectiveness of inclusive education. International studies (Forlin,



2021; Slee, 2018) highlight teachers' inclusive competence as one of the most critical determinants of educational quality. Similarly, Uzbekistan's Concept for the Development of Inclusive Education (2023–2026) emphasizes the need for specialized teacher training, methodological resources, and adapted curricula.

The discussion suggests that the development of inclusive principles in Uzbekistan's education system should progress along two strategic directions:

1. **Theoretical-modernization direction** — adapting international concepts such as UDL and “barrier-free education” to the national context.
2. **Practical-integration direction** — establishing a unified mechanism that integrates pedagogical, psychological, technical, and social support systems within educational institutions.

As a result, the modern principles of inclusive education must be regarded not only as a means of ensuring social justice but also as a strategic tool for improving educational quality, developing human capital, and creating the foundation for sustainable social progress.

CONCLUSION

The theoretical and analytical research conducted within the framework of this study demonstrates that inclusive education is steadily emerging as an integral component of the modern education system. Inclusivity is not only grounded in the principles of social justice and equal opportunity but also serves as a mechanism for humanizing the educational process, unlocking individual learner potential, and ensuring social integration.

The Presidential Decree of the Republic of Uzbekistan “On Measures to Develop Inclusiveness in the Education Sector” (July 13, 2023, No. PQ–251), as well as the “Concept for the Development of Inclusive Education for 2023–2026”, has strengthened the legal and organizational foundations of this area. Based on these documents, pedagogical, psychological, and social support mechanisms are being systematically implemented within inclusive education.

The analysis of international scholarly sources (Ainscow, 2020; Florian, 2019; Forlin, 2021) indicates that the effectiveness of inclusive education largely depends on teachers' methodological readiness, the flexibility of the learning environment, and the universality of educational programs. In this regard, the



introduction of elements of the Universal Design for Learning (UDL) and the development of teachers' inclusive competencies represent promising directions for Uzbekistan.

In general, the study leads to the following conclusions:

1. The development of inclusive education is being institutionalized legally, methodologically, and organizationally; however, a systematic approach is required for its full implementation in practice.
2. Pedagogical principles — such as individualized instruction, collaboration, equal access, and axiological orientation — must be recognized as the methodological foundation of inclusive education.
3. The development of inclusive education enables not only children with disabilities but all learners to gain access to high-quality education.
4. Priority future tasks include modernizing the teacher training system, adapting the educational environment both technically and psychologically, and strengthening the monitoring mechanisms of implementation.

Thus, a deep scientific analysis of modern inclusive education principles and the enrichment of their pedagogical interpretation play a significant practical and scholarly role in ensuring sustainable development and social inclusion within the education system.

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