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## **INCLUSIVE EDUCATION: RELEVANCE AND CONCEPTUAL FOUNDATIONS**

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### **Abstract**

This article highlights the essence, purpose, objectives, and theoretical-conceptual foundations of inclusive education. It reveals the socio-pedagogical significance of involving children with disabilities and those with special educational needs in the general education system. The study also analyzes the differences between inclusive education and integration, the necessity of adapting the educational environment to children's individual capabilities, the role of psychological and pedagogical support, and the issues of forming an inclusive culture.

**Keywords:** Inclusive education, integration, special educational needs, children with disabilities, general education school, adapted educational environment, psychological and pedagogical support, inclusive culture.

### **INKLYUZIV TA'LIMNING DOLZARBLIGI VA KONSEPTUAL ASOSLARI**

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### **Annotatsiya**

Ushbu maqolada inklyuziv ta'limning mazmun-mohiyati, maqsadi, vazifalari va nazariy-konseptual asoslari yoritilgan. Unda nogironligi bo'lgan hamda alohida ta'lim ehtiyojlariga ega bolalarni umumta'lim tizimiga jalb etishning ijtimoiy-pedagogik ahamiyati ochib berilgan.



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Shuningdek, inklyuziv ta'limning integratsiyadan farqli jihatlari, ta'lim muhitini bolalarning individual imkoniyatlariga moslashtirish zarurati, psixologik-pedagogik qo'llab-quvvatlashning o'rni hamda inklyuziv madaniyatni shakllantirish masalalari tahlil qilingan.

**Kalit so'zlar:** inklyuziv ta'lim, integratsiya, alohida ta'lim ehtiyojlari, nogironligi bo'lgan bolalar, umumta'lim maktabi, moslashtirilgan ta'lim muhiti, psixologik-pedagogik qo'llab-quvvatlash, inklyuziv madaniyat.

### **Introduction**

For many years, numerous foreign scientific and pedagogical discussions around the world have focused on the global goal of inclusive education, namely, providing quality education to all children regardless of their abilities or physical condition, as well as on the problem of finding an effective strategy for the practical implementation of the theoretical foundations of inclusive education that contribute to achieving this goal. Up to the present day, as a result of effective international cooperation and the scientific-practical activities of teachers, several effective directions have been developed for the implementation of inclusive education as an important stage in the global development of humanity. According to the statistics of the World Health Organization of the United Nations, nearly 15 percent of the world's population lives with disabilities, and the steady growth of this indicator calls for effective efforts to create opportunities for every individual to feel equal to others and to realize their potential. According to World Health Organization data, the number of such children exceeds 10–12 million, and the majority of them still remain in a marginalized condition and do not study in general education schools, which demonstrates the exceptional relevance of the issue of including them in the general education system.

The problem of implementing an inclusive education system for children with disabilities is important not only for foreign countries but also for the national education system. In this regard, turning to the nearly half-century experience of foreign countries, studying and critically analyzing it, and



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considering the possibilities of applying it while taking into account the specific features of domestic conditions is timely, useful, and significant for the education system of Uzbekistan.

From the very first days of independence, the Government of the Republic has attached serious importance to the issues of the health, education, and upbringing of the younger generation. The practical solution of these tasks is directly connected with schools, which are a key link in the continuous education system. Today, the focus of education in Uzbekistan is on fostering a harmoniously developed individual who is free, conscious, and respectful of the national and cultural values of both their own country and the countries of the world.

In the twenty-first century, general secondary schools are faced with the important task of providing their graduates with solid and systematic knowledge necessary for a rapidly developing era, while also instilling in them the spirit of national independence that embodies such humanistic ideas as love and devotion to the Motherland, respect for the peoples and nations of the world, and equipping them with the skills and competencies necessary for social life, including self-management, the ability to cope with difficult situations and stressful conditions, and the ability to engage in communication.

The reforms being carried out for this purpose also directly cover the system of special education, which is an integral part of continuous education. The primary difficulties faced by children in need of special assistance, as well as the secondary problems arising from them, require a distinct approach to the content of the educational process organized for them.

Before the period of independence, the education and upbringing of children with disabilities remained a closed topic, and they were mainly classified into the categories of those who were “educable” and those who were “non-educable.”

**At present**, within the system of special education, such terms as “abnormal,” “defective,” and “mentally weak” have been replaced by expressions such as “children in need of special attention,” “children with



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difficulties in intellectual development,” and “children with developmental deviations.” This shift has led to a change in attitudes toward the rehabilitation, correction, social adaptation, and integration of such children. Gradually, within an education system increasingly open to the wider world, new directions of activity also began to emerge. As an alternative to the traditional special education system, a new type of school—inclusive schools—started to take shape. Inclusive educational institutions, which began to appear in 1996 and have been organized since 2000 in cooperation with international organizations on the basis of various projects, achieved initial successes; however, after the completion of such support, a number of stagnation-related problems began to arise in schools. For this reason, a thorough study of the legal, regulatory, and theoretical foundations of inclusive education, and through this the transition to an effective system of inclusive education, is regarded as an urgent issue in the public education system.

Integration, derived from the Latin *integratio* meaning “restoration,” “completion,” or “connection,” is the process of combining parts into a unified whole.

The essence of the legal and regulatory documents created for persons with disabilities lies in ensuring that, through inclusive education, such individuals are involved in social life from an early age and are able to participate in society alongside healthy individuals on an equal basis.

Inclusive education is understood as the inclusion of children with developmental difficulties into the general education process. Unlike integration, even though children with developmental challenges study together with all healthy children, they are taught on the basis of an individualized developmental program and are equipped with knowledge, skills, and competencies within the limits of their own capabilities. The joint education of all children has positive effects in two directions. On the one hand, through this process, children in need of special attention are enabled to grow up together with their families and neighborhood peers. On the other hand, healthy children, by seeing the capabilities of children with developmental difficulties, come to understand that such children are



not “defective,” but rather children with a different mode of development. For this reason, the idea of such education is built on the slogan: “From inclusive schools to an inclusive society.”

The goal of inclusive education is to develop a methodology that recognizes that all children have unique needs and learning abilities.

The objectives of inclusive education are to create a holistic and effectively functioning inclusive education system for children with disabilities and for children with distinctive developmental characteristics.

In order to achieve this goal, it is necessary to solve the following tasks:



**Figure 1.3. Objectives of Inclusive Education**

Inclusive (from the Latin include – to contain, to include) is the process of involving persons with disabilities in active social life. In the field of education, it refers to engaging them in the educational process while creating all the necessary conditions for them.

The following educational conditions are observed in inclusive education:

- All children are different
- All children can choose the form of education



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- Children's abilities, opportunities, age, and different social backgrounds are taken into account
  - The system is adapted to children

Inclusive education is considered an educational process that is adapted to the educational needs and capabilities of the child.

Teaching children with special needs in general educational institutions is a new approach for the Russian education system. It increases these children's opportunities to study in a general environment by reducing the number of cases in which they are directed to special social educational institutions. The main goal should be to create the necessary conditions for the full inclusion of students facing all types of difficult life situations in the educational process and for their successful socialization.

Today, integrating into society a person with special developmental needs and limitations in work capacity is both a process and a result of ensuring their equal participation with other members of society under adapted conditions that compensate for their developmental limitations and expand their opportunities.

One of the effective directions for ensuring access to quality education for children with special needs is the implementation of a model of their social and pedagogical integration into general educational institutions. An important condition for effective integration is the proper organization of a system of psychological and pedagogical support. This system includes continuous monitoring, individual educational and correctional programs, as well as such important components as working with the environment into which the child is being included, that is, the social environment.

This approach not only increases the effectiveness of inclusive education, but also fulfills the fundamental task of creating equal opportunities for every member of society.

The conceptual foundations of inclusion in education are based on the theory of social justice, human rights, the theory of social systems for personal development, social constructivism, structuralism, the information society, and the ideas of social criticism, all of which form the basis of social technologies for the development of innovative education.



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The preparedness of teachers is considered the main condition of inclusive education for integrating a child with special needs into a general classroom. If a child with special needs is given access to general education, but the conditions that meet their educational needs are not created, then this situation, in a certain sense, violates the child's right to receive quality education.

Thus, although inclusive education is aimed at creating equal opportunities for children, for it to be effective, changes are required in the educational environment, among teachers, and within social systems. This process contributes not only to inclusive practice but also to the formation of an inclusive culture.

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