



THE PRACTICE OF IMPLEMENTING INCLUSIVE APPROACHES IN GENERAL EDUCATION SCHOOLS OF UZBEKISTAN

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Abstract

This article examines the legal, organizational, and methodological aspects of implementing inclusive approaches in general education schools in Uzbekistan. It analyzes the conditions created to ensure quality education for children with special needs, identifies current challenges, and suggests ways to overcome them. Special emphasis is placed on the development of teachers' inclusive competencies and the creation of an effective pedagogical environment through cooperation with families and communities.

Keywords: Inclusive education, general education school, pedagogical approach, children with disabilities, methodological support, support systems.

O'ZBEKISTON UMUMTA'LIM MAKTABLARIDA INKLYUZIV YONDASHUVNI JORIY ETISH AMALIYOTI.

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Annotatsiya:

Ushbu maqolada O'zbekiston umumta'lim maktablarida inklyuziv yondashuvni joriy etishning huquqiy, tashkiliy va metodik jihatlari tahlil etiladi. Maktablarda maxsus ehtiyojli bolalarning sifatli ta'lim olishini ta'minlash uchun yaratilgan shart-sharoitlar, mavjud muammolar va ularni bartaraf etish yo'llari ko'rib chiqilgan. Shuningdek, o'qituvchilarning inklyuziv kompetensiyalarini



rivojlantirish, oilalar va jamiyat bilan hamkorlikda samarali pedagogik muhit yaratish masalalariga e'tibor qaratilgan.

Kalit so'zlar: Inklyuziv ta'lim, umumta'lim maktabi, pedagogik yondashuv, imkoniyati cheklangan bola, metodik ta'minot, qo'llab-quvvatlash

ПРАКТИКА ВНЕДРЕНИЯ ИНКЛЮЗИВНОГО ПОДХОДА В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ УЗБЕКИСТАНА

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Аннотация:

В статье рассматриваются правовые, организационные и методические аспекты внедрения инклюзивного подхода в общеобразовательных школах Узбекистана. Проанализированы условия, созданные для обеспечения качественного образования детей с особыми потребностями, а также существующие проблемы и пути их решения. Особое внимание уделено развитию инклюзивных компетенций учителей и созданию эффективной педагогической среды во взаимодействии с семьями и обществом.

Ключевые слова: инклюзивное образование, общеобразовательная школа, педагогический подход, дети с ограниченными возможностями, методическое обеспечение, поддержка.

Introduction

According to the Universal Declaration of Human Rights and the United Nations Convention on the Rights of Persons with Disabilities, every individual must be guaranteed access to education. In Uzbekistan, integrating inclusive education into general secondary schools has become a pressing task. This process requires the renewal of pedagogical, psychological, organizational, and methodological approaches, as well as the mobilization of collaboration and resources.



Literature Review

Inclusive education is widely developed in international practice. For instance, in countries such as Australia and Canada, all schools are open to children with special educational needs. Scholars such as Alekhina (2010) and Vaitkevichiene (2011) emphasize the importance of teacher preparation, methodological support, and psychological assistance systems in the implementation of inclusive education.

In the context of Uzbekistan, researchers including N. Rakhmonova, A. Jo‘rayev, and Sh. Niyozova have conducted studies on creating inclusive environments in general schools, developing methodological approaches, and fostering collaboration with families. Since 2021, the state policy has actively focused on this area under the guiding principle of “*For the Dignity of Man.*”

1. Legal Framework for Inclusive Education

The *Law on Education* (2020) and the *Law on the Rights of Persons with Disabilities* (2021) of the Republic of Uzbekistan established the legal foundation for inclusive education. In accordance with Resolution No. 118 of the Cabinet of Ministers dated March 8, 2022, inclusive groups are to be organized within general education institutions.

2. Current Situation and Challenges in Schools

In many schools, classrooms are not yet adapted for students with special needs — they often lack lifts, tactile signs, or accessible facilities. Teachers’ knowledge of inclusive teaching methods remains insufficient, and parents’ awareness of inclusive education also tends to be low.

3. Pedagogical Approaches and Resources

In a modern inclusive school, the teacher is not only a transmitter of knowledge but also a motivator and guide. Lessons should employ differentiated instruction, visual and auditory materials, specially designed games, and adaptive technologies. In Uzbekistan, several schools have already introduced resources such as Braille alphabet materials, sign language interpreters, and specialized speech therapy services.



4. Collaboration and Support

Strengthening inclusive education requires systematic cooperation among families, community organizations (mahalla), non-governmental organizations, and psychologists. For example, NGOs such as “*Mehrjon*” implement local projects that promote inclusion. Schools must also expand the number of social and special education teachers to ensure continuous support for children with diverse needs.

Conclusion

Implementing inclusive education in Uzbekistan’s general schools is not only a key educational task but also an essential step toward realizing the principles of social justice. Success in this endeavor depends on improving teacher qualifications, creating the necessary infrastructure, and fostering a positive societal attitude toward inclusion. Through inclusive approaches, every child can receive an education as a full and valued member of society.

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