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THE ISSUE OF EDUCATION AND UPBRINGING IN INCLUSIVE EDUCATION

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Abstract

Inclusive education represents one of the central humanistic directions in modern pedagogy, emphasizing equal access to learning and holistic development of all children, regardless of physical, intellectual, or social differences. The concept of *upbringing* (moral and value-based education) within inclusive education extends beyond mere academic inclusion—it involves nurturing empathy, social responsibility, communication skills, and respect for diversity. This article examines the theoretical, psychological, and pedagogical foundations of upbringing in inclusive settings, explores challenges faced by teachers and students, and suggests practical strategies for fostering moral, emotional, and social development among diverse learners.

Keywords: Inclusive education, upbringing, moral development, values education, pedagogy, diversity, empathy, socialization.

Introduction

The idea of inclusive education is rooted in the universal human right to education and social participation. The Salamanca Statement (UNESCO, 1994) established inclusion as the guiding principle for educational systems worldwide, emphasizing that every child—regardless of ability or disability—should learn together in a shared environment.

However, while much attention has been given to *academic inclusion*, the equally vital component of *upbringing*—the moral, social, and emotional education of learners—has often been underexplored. Education without upbringing risks producing academically capable but ethically disengaged individuals. Inclusive education, therefore, must integrate both cognitive and moral dimensions to ensure comprehensive human development.

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The purpose of this paper is to explore how upbringing operates within inclusive education: what principles underlie it, what challenges teachers face, and what pedagogical strategies can be used to create truly inclusive moral environments.

Theoretical Foundations of Upbringing in Inclusive Education

In classical pedagogy, upbringing (*tarbiya*) refers to the formation of moral values, social norms, and behavior through education. It is an intentional process that aims to develop a responsible and empathetic personality. According to J. Dewey (1916), education is not merely preparation for life—it *is life itself*, and upbringing is its ethical foundation.

Vygotsky (1978) emphasized that moral and emotional development are social in nature: children internalize social norms through interaction with adults and peers. In inclusive education, these interactions become more diverse and complex, thus offering richer opportunities for empathy, tolerance, and cooperation.

Inclusive upbringing is grounded in humanistic pedagogy, represented by thinkers such as Carl Rogers and Abraham Maslow, who viewed the learner as an autonomous, creative, and valuable being. This paradigm sees education not as correction but as *support* for every learner's potential.

In this sense, upbringing in inclusive settings aims not only to adapt students with disabilities to the educational environment but to adapt the *environment itself* to diversity—fostering mutual respect and shared moral responsibility.

Philosophical and Ethical Dimensions of Inclusive Upbringing

Inclusive upbringing reflects fundamental philosophical principles of equality, human dignity, and social justice. It challenges discriminatory attitudes and promotes the idea that diversity is a source of enrichment, not limitation. Kantian ethics emphasize treating every person as an end, never as a means—an idea deeply resonant with the goals of inclusive education.

Ethical education in inclusive schools seeks to cultivate universal human values such as kindness, honesty, fairness, and respect for difference. It encourages learners to understand others' perspectives and to respond with empathy. This

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moral sensitivity becomes the foundation of social inclusion and peaceful coexistence.

Psychological Aspects of Upbringing in Inclusive Education

Emotional intelligence (Goleman, 1995) is a key psychological factor in inclusive upbringing. Teachers must help students recognize and manage emotions, build empathy, and maintain positive relationships. Activities that promote emotional sharing, role-play, and reflective discussion contribute to understanding and respecting others.

In inclusive contexts, children with disabilities often struggle with self-esteem and identity issues. Upbringing must focus on affirming each student's uniqueness and promoting self-acceptance. Peer support and cooperative activities help build a sense of belonging and shared identity within diverse groups.

For inclusive upbringing to succeed, the classroom must be emotionally safe. Students must feel accepted and valued. Teachers' attitudes are crucial here: unbiased language, positive feedback, and patience foster trust and cooperation.

Pedagogical Factors and Methods of Inclusive Upbringing

The main pedagogical principles of inclusive upbringing include:
- Individualization – recognizing each student's abilities and pace of development;
- Humanism – emphasizing dignity, empathy, and moral autonomy;
- Cooperation – promoting interaction and shared responsibility;
- Cultural sensitivity – respecting diverse cultural and personal backgrounds;
- Continuity – ensuring that upbringing permeates all subjects and activities.

Practical methods include:
- Dialogue-based learning: open discussions where students express opinions and moral judgments.
- Collaborative projects: joint problem-solving encourages teamwork and empathy.
- Reflective exercises: journaling and group reflection on moral dilemmas.

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• Art and play therapy: creative expression of emotions promotes understanding and inclusion.

• Service learning: engaging in community work to develop responsibility and care for others.

Teachers in inclusive education act not only as instructors but as moral mentors and facilitators of social interaction. Their responsibilities include:

• Modeling tolerance and respect;

• Mediating conflicts constructively;

• Encouraging mutual assistance among students;

• Collaborating with parents and specialists (psychologists, social workers).

A teacher's empathy and ethical commitment are the foundation of moral upbringing in inclusive classrooms.

Challenges in Implementing Upbringing in Inclusive Education

Despite its importance, upbringing within inclusion faces several challenges:

1. Lack of teacher preparedness: Many educators lack training in inclusive pedagogy and emotional management.

2. Negative social attitudes: Prejudices and stereotypes about disability hinder genuine inclusion.

3. Curriculum rigidity: Academic goals often overshadow moral and social objectives.

4. Insufficient family involvement: Parents' misunderstanding of inclusive values can lead to inconsistency between home and school upbringing.

5. Resource constraints: Lack of psychological and material support limits teachers' capacity to address individual needs.

Addressing these barriers requires systemic policy reform, continuous teacher education, and strong community engagement.

Strategies for Effective Inclusive Upbringing

An inclusive school culture is characterized by mutual respect, shared responsibility, and participation of all stakeholders. Regular discussions on diversity, anti-bullying campaigns, and celebration of differences build positive moral climates.

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Inclusive upbringing extends beyond school walls. Cooperation with parents and community organizations reinforces values learned at school. Family training programs can help parents understand inclusive principles and encourage supportive home environments.

Moral and social education should be embedded across all subjects. Literature, art, and social studies offer rich opportunities for discussing ethical themes, empathy, and cooperation. Even mathematics or science lessons can include teamwork and ethical reflection components.

Digital platforms can promote inclusive upbringing by enabling collaborative online projects, virtual storytelling, and intercultural exchange. Technology also helps students with special needs to communicate, participate, and express themselves more fully.

Comparative Perspectives and Global Practices

Different countries have adopted diverse approaches to inclusive upbringing:

• Finland: integrates moral and emotional education into all subjects through the "Learning Together" model.

• Japan: emphasizes *collective harmony* and peer cooperation as key moral goals.

• Uzbekistan: since the National Program for Education Development (2020), has expanded inclusive schooling and highlighted moral upbringing as a state priority.

• United Kingdom: uses "Personal, Social, Health and Economic Education (PSHE)" as a framework for moral inclusion.

• Canada: promotes community-based inclusion emphasizing empathy and shared citizenship.

These experiences show that inclusive upbringing must be culturally adapted but universally oriented toward respect and human dignity.

Conclusion

Upbringing within inclusive education is a multidimensional process that integrates moral, emotional, social, and intellectual growth. It requires teachers, parents, and communities to collaborate in creating environments where all

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children—regardless of differences—feel valued, respected, and capable of contributing to society.

Inclusive upbringing transforms education from a system of instruction into a culture of humanity. Its success depends not only on policies and resources but on the moral awareness of educators and the genuine acceptance of diversity as a human strength.

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