Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 2, Issue 4, April, 2026
Website: usajournals.org
This work is Licensed under CC BY 4.0 a Creative Commons Attribution 4.0 International License.

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF INCLUSIVE EDUCATION: PEDAGOGICAL APPROACHES, AND IMPLEMENTATION STRATEGIES

Razokova Nargiza Kamarovna
Senior Lecturer at the Department of Mathematics Teaching Methodology and Geometry, Chirchik State Pedagogical University Chirchik, Uzbekistan

Abstract

This research paper provides a thorough scientific examination of the theoretical, methodological, and normative-legal foundations of inclusive education. Grounded in the sociocultural principles of Lev Vygotsky, the developmental learning model of Leonid Zankov, and modern pedagogical classification frameworks, the paper investigates the transition from traditional segregated special education to adaptive, rights-based inclusive learning environments. Special analytical emphasis is placed on recent systemic reforms in the Republic of Uzbekistan, including Presidential Decrees PF-4947, PF-5270, Resolution PQ-4860, and Cabinet of Ministers Resolution No. 638, which establish formal protocols for inclusive classes, base corrective groups, and inter-agency collaboration. The study synthesizes typological characteristics of learners with Special Educational Needs (SEN)—including visual, hearing, intellectual, speech, musculoskeletal, and autism spectrum disorders—and evaluates corrective-compensatory pedagogical methods, interactive learning strategies, and Information and Communication Technologies (ICT). Furthermore, a global comparative overview analyzes inclusive models across Western Europe, North America, East Asia, and CIS nations. The findings demonstrate that effective inclusion requires a paradigm shift from a medical deficit model to a social-humanistic framework, reinforced by teacher competency building within educational clusters, adapted instructional media, and accessible physical infrastructure.

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 2, Issue 4, April, 2026
Website: usajournals.org
This work is Licensed under CC BY 4.0 a Creative Commons Attribution 4.0 International License.

Keywords: Inclusive education, Special Educational Needs (SEN), Normative-legal framework, Pedagogical cluster, Corrective-compensatory learning, Interactive methods, Assistive ICT, Developmental pedagogy.

INKLYUZIV TA'LIMNING NAZARIY VA METODOLOGIK ASOSLARI: PEDAGOGIK YONDASHUVLAR VA AMALGA OSHIRISH STRATEGIYALARI

Razokova Nargiza Kamarovna
Chirchiq davlat pedagogika universiteti
Matematika o‘qitish metodikasi va geometriya kafedrasi
katta o‘qituvchisi O‘zbekiston,Chirchiq

Annotatsiya

Ushbu ilmiy maqolada alohida ta'lim ehtiyojlariga ega bo'lgan bolalar uchun inklyuziv ta'lim muhitini shakllantirishning nazariy, metodik hamda huquqiy-me'yoriy asoslari atrofli tahlil qilingan. Tadqiqotda L.S.Vigotskiyning sotsiomadaniy rivojlanish va kompensatsiya nazariyasi, L.V.Zankovning rivojlantiruvchi ta'lim modeli hamda zamonaviy pedogogik klaster konsepsiyasiga tayanilgan holda, maxsus ta'limdan umumiy inklyuziv maktab muhitiga o'tishning dolzarb masalalari yoritilgan. Maqolada O'zbekiston Respublikasida inklyuziv ta'limni rivojlantirish bo'yicha qabul qilingan so'nggi normativ-huquqiy hujjatlar (Prezidentning PF-4947, PF-5270, PQ-4860-son qarorlari hamda Vazirlar Mahkamasining 2021-yil 12-oktyabrdagi 638-sonli Nizomi) doirasida belgilangan tashkiliy va korreksion-pedagogik mexanizmlar tahlil qilinadi. Shuningdek, alohida ta'lim ehtiyojlariga ega bolalar toifalari (ko'rish, eshitish, intellektual, nutq, tayanch-harakat a'zolari va autizm spektri nuqsonlari), ularni o'qitishda qo'llaniladigan interfaol metodlar, interfaol o'yinlar, logoritmika, art-terapiya va axborot-kommunikatsiya texnologiyalarining (AKT) kompensatorlik imkoniyatlari ochib berilgan. Xalqaro tajriba tahlili doirasida Yevropa, AQSh va Osiyo mamlakatlarining inklyuziv ta'lim modellari qiyosiy o'rganilib, umumta'lim maktablarida to'siqsiz muhit yaratish hamda pedagoglarning inklyuziv kompetentligini oshirish bo'yicha amaliy takliflar ilgari surilgan.

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 2, Issue 4, April, 2026
Website: usajournals.org
This work is Licensed under CC BY 4.0 a Creative Commons Attribution 4.0 International License.

Kalit so‘zlar: Inklyuziv ta'lim, alohida ta'lim ehtiyojlari (ATE), normativ-huquqiy hujjatlar, Vazirlar Mahkamasining 638-son qarori, korreksion-pedagogik yordam, ta'lim klasteri, interfaol metodlar, AKT, rivojlantiruvchi ta'lim.

Introduction

Over the past three decades, global education policy has undergone a fundamental philosophical and structural transformation. The movement from institutional segregation and medical deficit frameworks toward rights-based, fully integrated inclusive education represents one of the most significant pedagogical advancements of the modern era (UNESCO, 1994). Grounded in the Universal Declaration of Human Rights (1948), the UN Convention on the Rights of the Child (1989), the World Declaration on Education for All (Jomtien, 1990), and the landmark Salamanca Statement (1994), inclusive education asserts that every child—regardless of physical, intellectual, social, emotional, or linguistic conditions—possesses a fundamental right to learn within mainstream educational environments alongside their peers.

In modern pedagogical theory, inclusion is defined not merely as the physical placement of children with Special Educational Needs (SEN) in general classrooms, but as a systemic restructuring of school culture, curriculum design, instructional methodologies, and physical infrastructure to accommodate diverse human capabilities (Qodirova & Pulatova, 2022). As highlighted in international research (Borisova & Prushinsky, 2018; Alekhina, 2020), disability is no longer interpreted purely through a medical paradigm—which locates the 'problem' within the individual child—but through a social model that identifies social barriers, rigid pedagogical practices, negative stereotypes, and inaccessible environments as the primary obstacles to human development.

In the Republic of Uzbekistan, the establishment of an inclusive educational environment has emerged as a top-tier national priority within state social policy. Systematic reforms initiated under the Action Strategy for Further Development (PF-4947), the Development Strategy of New Uzbekistan 2022–2026 (PF-60), the Concept for Development of the Public Education System until 2030 (PF-5712), Presidential Resolution PQ-4860 (2020), and Cabinet of Ministers Resolution No. 638 (2021) established the comprehensive legal, organizational,

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 2, Issue 4, April, 2026
Website: usajournals.org
This work is Licensed under CC BY 4.0 a Creative Commons Attribution 4.0 International License.

and pedagogical architecture for inclusive schooling. These enactments mandate the creation of accessible educational spaces, adaptive curricula, specialized corrective-pedagogical support, and inter-agency collaboration linking public education, healthcare, social welfare, and local community institutions (mahalla). Despite robust legislative mandates, the practical implementation of inclusive education presents multifaceted challenges. Educators frequently encounter difficulties in differentiating instruction for heterogeneous student groups, managing behavioral and sensory peculiarities, utilizing specialized assistive technologies, and fostering positive social interactions between neurotypical students and peers with physical or cognitive impairments. Consequently, there is an urgent scientific need to synthesize theoretical frameworks, typological classifications, corrective methodologies, and international best practices into a coherent implementation model tailored to national educational contexts.

This study employs a qualitative, synthesis-oriented research design incorporating documentary analysis, pedagogical literature mapping, normative-legal text examination, and comparative policy analysis. The methodological inquiry is grounded in three primary theoretical pillars:

Vygotsky's foundational doctrine distinguishes between primary deficits (organic neurological or sensory damage) and secondary deficits (psychological and social complications arising from environmental isolation). Vygotsky demonstrated that learning must target the Zone of Proximal Development (ZPD)—the realm between actual performance and potential development achieved through adult guidance and peer collaboration. His principle of compensatory development proves that organic impairment can be offset through high-level social integration and functional substitution.

Zankov's system emphasizes teaching at a high level of difficulty with due regard to measure, the leading role of theoretical knowledge, rapid instructional pacing, and intentional cultivation of all learners, including those with learning difficulties. Applying Zankov's developmental principles within inclusive settings stimulates cognitive curiosity, problem-solving capabilities, and emotional-volitional maturity.

Formulated in contemporary Uzbek pedagogical science, the cluster approach organizes functional partnerships between higher educational institutions (OTM),

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 2, Issue 4, April, 2026
Website: usajournals.org
This work is Licensed under CC BY 4.0 a Creative Commons Attribution 4.0 International License.

specialized resource centers, mainstream secondary schools, preschools, healthcare agencies, and local communities. This organizational mechanism ensures seamless transitions, continuous teacher professional development, and integrated socio-psychological support.

The comparative empirical data synthesized in this paper draws from primary educational source materials, national curriculum textbooks (Qodirova & Pulatova, 2022; Djanpeisova et al., 2020), official state legal registries (Lex.uz), and documented international case studies compiled by UNESCO, UNICEF, and national ministries of education across Europe, Asia, and North America.

Results

The enactment of Cabinet of Ministers Resolution No. 638 (October 12, 2021) codified the normative standards governing inclusive secondary education in Uzbekistan. Under this legal mechanism, general secondary schools establish inclusive classrooms and primary base corrective classes upon the recommendation of territorial Psychological-Medical-Pedagogical Commissions (PMPC) and parental consent. The regulation establishes strict quantitative and operational parameters:

General inclusive classes enroll a maximum of 1 to 3 children with special educational needs. To maintain instructional quality, total class size is scaled down proportionally (e.g., each child with special needs counts as two neurotypical positions).

For children requiring intensive corrective assistance (e.g., severe speech disorders, mild intellectual disabilities), specialized base corrective classes are operated within mainstream school premises, comprising 6 to 12 pupils under specialized defectological oversight.

Inclusive schools are allocated dedicated specialist staff, including special educators (defectologists), speech therapists (logopedists), psychological counselors, and individual tutor-assistants.

Modern inclusive pedagogy replaces passive lectures with interactive, student-centered methodologies that foster collaborative problem solving and cognitive activation (Yuldashev & Usmonov, 2004). Key interactive technologies validated in inclusive classrooms include:

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 2, Issue 4, April, 2026
Website: usajournals.org
This work is Licensed under CC BY 4.0 a Creative Commons Attribution 4.0 International License.

Red and Green Card Method: A visual response feedback technique enabling non-verbal, hard-of-hearing, or speech-impaired pupils to participate fully in whole-class formative assessment without experiencing verbal anxiety.

Opposing Attitudes Method: A structured analytical method where learners synthesize complex information, categorize core versus secondary concepts into dual matrices, and negotiate conclusions within small peer groups.

Logorhythmics: A specialized motor-speech technology integrating rhythmic movement, music, and articulation exercises to regulate muscle tone, enhance speech coordination, and relieve emotional tension.

Information and Communication Technologies (ICT) serve a critical compensatory function in inclusive classrooms. Empirical evidence demonstrates that animated multimedia presentations increase information retention from 25–30% (purely auditory) to over 75% when visual, auditory, and kinetic channels are engaged simultaneously (Abduqodirov, 2020). In primary inclusive mathematics and literacy, interactive computer software (such as 'Asalarilar va gullar' and digital mathematic games) provides individualized learning pacing, immediate error feedback, and gamified reinforcement. For learners with motor or sensory limitations, assistive ICT tools—including screen readers, speech-to-text converters, and touch-input interfaces—bridge functional gaps and promote independent learning autonomy.

Discussion

The empirical and theoretical analysis underscores that establishing an effective inclusive education system is not merely an administrative mandate, but a multi-dimensional social process requiring deep structural, methodological, and cultural alignment. Comparing Uzbekistan's current developmental trajectory with international benchmarks reveals significant strengths alongside systemic bottlenecks that warrant strategic intervention.

First, the normative-legal framework established via Decree PF-5270 and Resolution No. 638 aligns closely with international human rights standards by explicitly guaranteeing the right of children with SEN to attend neighborhood mainstream schools. However, as identified in national baseline audits (PQ-4860), a significant gap persists between legislative intent and field-level

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 2, Issue 4, April, 2026
Website: usajournals.org
This work is Licensed under CC BY 4.0 a Creative Commons Attribution 4.0 International License.

execution. Key operational barriers include physical infrastructure deficits (absence of ramps, tactile floor indicators, or accessible sanitary facilities in rural schools), shortage of adaptive textbooks and specialized didactic media, and limited availability of certified tutor-assistants.

Second, a central finding of this research highlights the pivotal role of teacher professional competence and 'inclusive culture'. General education teachers frequently report feelings of unpreparedness when managing complex sensory or intellectual impairments in integrated classrooms. As research in educational psychology demonstrates (Zankov, 1990; Alekhina, 2020), successful inclusion demands that teachers possess adaptive instructional flexibility, mastery of interactive techniques (e.g., Red/Green cards, Logorhythmics, Art therapy), and the capacity to manage inter-personal dynamics between neurotypical pupils and SEN peers.

Third, the Educational Cluster model ('Ta'lim klasteri') offers a highly promising organizational pathway for overcoming specialist shortages. By linking pedagogical universities (such as Chirchik State Pedagogical University) directly with regional secondary schools, specialized schools, and community mahalla organizations, the cluster model facilitates continuous clinical practice for student-teachers, mobile diagnostic consultation, and inter-agency case management. Furthermore, replacing outdated pejorative terminology ('defective', 'abnormal', 'oligophrenic') with humanized, rights-based phrasing ('children with special educational needs') is crucial for eradicating social stigma among parents and the broader public.

Conclusion

Inclusive education represents a vital indicator of a democratic, humanistic society. By guaranteeing equitable access to quality education within mainstream school environments, inclusion breaks the cycles of poverty, social isolation, and institutional dependency for individuals with disabilities. Grounded in sociocultural learning theories and modern legal frameworks, this research demonstrates that effective inclusion relies upon the harmonious integration of legislative guarantees, adaptive pedagogical technologies, assistive ICT, and strong community partnerships.

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 2, Issue 4, April, 2026
Website: usajournals.org
This work is Licensed under CC BY 4.0 a Creative Commons Attribution 4.0 International License.

Based on the theoretical and empirical findings of this study, the following strategic recommendations are proposed:

1. Teacher Education Reform: Mandate comprehensive inclusive education modules across all undergraduate teacher preparation programs and institute specialized clinical practicums within inclusive pilot schools.
2. Infrastructure Standards ('Modern School'): Enforce strict architectural accessibility criteria in all new school construction and modernization projects, ensuring universal barrier-free physical access.
3. Adaptive Learning Media Production: Expand the national publication of specialized textbooks, Braille literature, tactile learning aids, and assistive multimedia software designed for primary and secondary SEN streams.
4. Inter-Agency Collaboration Framework: Formalize joint operational protocols connecting the Ministry of Public Education, Ministry of Health, National Agency for Social Protection, and local Mahalla committees for early diagnostic identification and family support.
5. Public Awareness & Inclusive Culture: Conduct nationwide public awareness campaigns to eliminate social stereotypes, promote tolerance, and inform parents regarding the legal rights and educational possibilities for children with special needs.

REFERENCES

1. Abduqodirov, A. A. (2020). Maktabgacha va boshlang'ich ta'limda kompyuterli ta'limiy o'yinlardan foydalanish metodikasi. Toshkent: Tafakkur.
2. Alekhina, S. V. (2020). Principles and values of inclusive education in modern school practice. Journal of Special & Inclusive Pedagogy, 12(2), 45–58.
3. Amirsaidova, Sh. M. (2006). Maxsus pedagogika fani taraqqiyotida sharq mutafakkirlari g'oyalarining o'rni va roli (Doctoral dissertation). Tashkent State Pedagogical University.
3. Borisova, N. V., & Prushinsky, S. A. (2018). Social model of disability and inclusive educational culture. Moscow: Yurayt.
4. Cabinet of Ministers of the Republic of Uzbekistan. (2021, October 12). Resolution No. 638: 'On approval of normative-legal acts on the education of children with special educational needs' (Lex.uz).

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 2, Issue 4, April, 2026
Website: usajournals.org
This work is Licensed under CC BY 4.0 a Creative Commons Attribution 4.0 International License.

6. Djanpeisova, G. E., Xodjimuratova, B. N., & Juraeva, N. (2020). Maktabgacha va boshlang'ich yoshdagi bolalarda elementar matematik tasavvurlarni shakllantirish metodikasi. Toshkent: Innovatsiya-Ziyo.
7. Muminova, L. R. (2018). Korreksion pedagogika va logopediya nazariyasi. Toshkent: O'qituvchi.
8. President of the Republic of Uzbekistan. (2017, February 7). Decree PF-4947: 'On the Action Strategy for further development of the Republic of Uzbekistan'.
9. President of the Republic of Uzbekistan. (2020, October 13). Resolution PQ-4860: 'On measures to further improve the system of education and upbringing for children with special educational needs'.
10. President of the Republic of Uzbekistan. (2022, January 28). Decree PF-60: 'On the Development Strategy of New Uzbekistan for 2022-2026'.
11. Qodirova, F. U., & Pulatova, D. A. (2022). Inklyuziv ta'lim: nazariya va metodika (Textbook for pedagogical universities). Chirchiq: Chirchiq Davlat Pedagogika Universiteti nashriyoti.
12. Shomaxmudova, R., Tulaganova, D., & Berdiyeva, A. (2007). Inklyuziv ta'limning nazaraviy va amaliy asoslari. Toshkent: Roziqov O.J. nashriyoti.
13. UNESCO. (1994). The Salamanca Statement and Framework for Action on Special Needs Education. Paris: UNESCO / Ministry of Education, Spain.
14. UNESCO. (2020). Global Education Monitoring Report 2020: Inclusion and education: All means all. Paris: UNESCO.
15. Vygotsky, L. S. (1983). Collected works: Volume 5. Fundamentals of Defectology. Moscow: Pedagogika.