



PEDAGOGICAL FOUNDATIONS OF IMPLEMENTING INCLUSIVE EDUCATION

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A B S T R A C T	K E Y W O R D S
<p>This article discusses the pedagogical foundations of implementing inclusive education and emphasizes that principles of social equality, justice, and humanity play a central role in establishing inclusive education within society.</p>	<p>Inclusion, inclusive education, integration, disabled person, child with special needs, humanistic principle, congenital impairment, acquired impairment, harmonization, inclusion (embracing), differentiated strategy.</p>

Introduction

Today, raising the younger generation to become well-rounded, mature, and morally upright individuals has become an urgent issue worldwide. Indeed, science and culture have long served as primary pillars in ensuring the development of every society. Above all, prioritizing education and upbringing determines both the present and the future of our homeland.

From the moment a human being is born, they live surrounded by dreams. Over time, these dreams turn into noble goals. To achieve these goals, plans are made and steps are taken gradually. However, there are individuals in society whose abilities are limited and who are in need of assistance. Their only dream is to be as healthy as others. Such individuals are referred to as *persons with disabilities*.

A person with a disability is someone who experiences difficulties performing certain daily activities due to physical, intellectual, mental, or sensory limitations, and who has a congenital or acquired impairment.

Today, instead of the term “disabled,” phrases such as “a child with a disability” or “a child with special needs” are increasingly used. The adoption of these terms reflects growing respect and inclusiveness toward children with disabilities in public consciousness. Not only in our republic but around the world, providing education and upbringing for children with disabilities has become a major priority. Historically, special education systems were established based on the belief that such children could not receive education together with their healthy peers. Boarding schools and small special institutions were created for this purpose. However, such forms of education lead to several negative consequences. Some of these include:

- a) Isolation from society, i.e., lack of socialization;
- b) Stigmatization and the perception that they are incapable of independence;
- c) Being separated from their families, becoming emotionally deprived, withdrawn, and lonely;
- d) Inability to find their place in society and a lack of motivation to achieve success;
- e) Difficulties in self-care and dependency;
- f) Most regrettably, intellectual regression and falling behind peers in education.

To prevent such negative outcomes, eliminate discrimination, and ensure that children with disabilities are treated equally as individuals, changes were introduced into legislation. Terms such as “inclusion,” “inclusive education,” and “integration” entered the educational sphere.

Inclusion is not merely equality in rights, but equality in opportunities. Regardless of language, religion, or ethnicity, every individual is subject to the law. Laws are adopted based on human interests. However, educational conditions may not be equally suitable for everyone. When an educational institution provides sufficient conditions for both a child with special needs and a healthy child, this is called *inclusion*.

Literature analysis. Although the words “inclusive” and “integration” sound similar, their meaning and application differ.

The term “inclusive” is derived from English (inclusive, inclusion), meaning harmonizing, integrating, embracing, or incorporating.

Inclusive education means: creating learning opportunities in a general education environment for children with disabilities and those from diverse social and cultural backgrounds.

Inclusive society means: ensuring equal rights and opportunities for every person, regardless of who they are.

Inclusion is based on the principle of creating equal opportunities for all members of society and removing barriers considering their needs.

The term “integration,” derived from Latin *integrande*—to unite, to become whole, to adapt—refers to:

In education: placing children with special needs into general classes and forcing them to adapt to the existing system. Here, the system does not change; rather, the child is expected to adapt.

In society: integrating groups or individuals into mainstream society under the condition that they adjust to prevailing norms and rules.

While integration refers to merging different parts into a unified system, inclusion focuses on accepting all individuals as equal members and adapting the system to their needs. Inclusion, therefore, is broader, more comprehensive, and grounded in humanitarian principles.

The educational and humanistic views of great Eastern scholars such as Ibn Sina, Imam Bukhari, Abu Nasr Farabi, Alisher Navoi, and Abdulla Avloni constitute the methodological foundations of inclusive education.

Results

The goals and tasks of inclusive education include:

- Creating necessary psychological, pedagogical, and corrective conditions for children with disabilities in educational institutions, implementing need-based educational programs;
- Guaranteeing equality of educational rights;
- Meeting the needs of children with and without disabilities through active involvement of families and society, and facilitating early social adaptation;
- Ensuring children with disabilities live with their families without separation;
- Fostering a kind and compassionate attitude toward children with disabilities.

Inclusive education is a completely new system of teaching and upbringing. This requires teachers to consider each child's physiological and psychological development, especially the individual characteristics of children with special needs. According to the authors of the "Ilm Yo'li" (Path of Knowledge) curriculum, the preschool educational institution is not only a place for education but also a core sphere of the child's life. Therefore, teachers must ensure conditions for each child to realize their inner potential. Special attention must be given to vulnerable groups of children. Through communication, children learn to interact with others regardless of gender, ethnicity, culture, language, beliefs, socio-economic status, or specific needs. The focus of inclusive education is the child's development and learning—not merely completing a curriculum.

Due to rapid population growth, many classes have large numbers of children, which creates discomfort in the learning process. It is necessary to adopt policies limiting class sizes to 15–20 children.

Discussion

The "Ilm Yo'li" curriculum is based on key principles of inclusion:

- The worth of every human being is not determined by abilities or achievements;
- Every person can feel and think;
- Everyone has the right to communication and to be acknowledged;
- All people need each other;
- Genuine education occurs within meaningful interactions;
- All learners need support and friendships;
- Success is more visible in tasks a child can accomplish than in those they cannot;
- Diversity enriches human life;
- Everyone is unique and should be recognized as such;
- Programs must be individualized based on each child's needs and institution goals;
- The educational process should support development, learning, and active participation;
- All children should be treated equally;
- Teaching strategies should be differentiated according to developmental needs;
- Institutions must continuously adapt to children's needs;
- Preschool programs must consistently adjust to children preparing for school.

From the above, we understand that inclusion must be based on a clear system, laws, and regulations. Once inclusion is introduced, it must be acknowledged by everyone, creating transparency and ensuring proper communication among healthy children, children with disabilities, and the inclusive learning environment. Preparing qualified specialists is equally important.

Inclusive education benefits everyone. It prevents discrimination and fosters fairness and equal treatment in society. This is vital not just in our country, but globally.

Inclusive education must be accessible not only in urban centers but also in remote districts and villages. If families face difficulties bringing their children to educational institutions, material and moral support should be provided. Not all parents are able to take their children to special schools or boarding institutions; thus, inclusive education becomes essential.

Ensuring adaptability between healthy children and those with disabilities is crucial. Preschool children are pure and impressionable—like tender saplings. As a healthy child and a child with disabilities study together, the healthy child develops natural acceptance and empathy. This prevents discrimination from an early age.

To carry out inclusive education effectively, qualified personnel are needed. Even if special equipment exists, it is useless without trained specialists. Higher education institutions now teach courses on inclusive education and working with children with disabilities. Balancing the needs of both healthy and special-needs children, as well as uncovering the inner potential of children with disabilities, depends largely on the teacher's professional competence.

To organize education in inclusive preschool institutions, attention must be given to:

- Individualized, learner-centered instruction;
- Corrective and rehabilitative teaching;
- Holistic assessment of impairments—clinical, genetic, neurophysiological, psychological, and pedagogical;
- Early detection and correction of developmental issues;
- Vocational guidance and preparation for independent life;
- Ensuring continuity of education;
- Preventing inappropriate segregation.

Experience in applying inclusive education shows that if a child's impairment is identified early and timely interventions are implemented, the goals of inclusion can be successfully achieved. Inclusive education increases the social adaptation of special-needs children and improves their quality of life. It also strengthens cooperation between teachers and parents, improves methodological approaches, and ensures educational continuity.

Many developed countries—including the USA, UK, Germany, Sweden, and Japan—have gained extensive experience in inclusive education. Their experience shows that separating children with disabilities into special institutions is less effective than integrating them into mainstream society. Sweden establishes individualized learning for each child, making inclusion a central part of state policy. Germany adopts special assistant teachers who support children with disabilities in mainstream classes.

This experience is highly relevant for Uzbekistan, where for many years children with disabilities studied mostly in specialized boarding schools. Today, integrating them into general schools and improving infrastructure has become increasingly urgent.

From a psychological and pedagogical perspective, one of the main principles of inclusion is teaching children respect, kindness, and cooperation. Children who grow up interacting with peers of diverse abilities develop important human qualities such as self-worth, tolerance, and empathy.

For teachers, inclusive education requires deep professional competence, mastery of modern teaching methods, and the ability to design individualized lessons to meet each learner's needs. This, in turn, enhances the quality of the entire education system.

The human-centered pedagogical approach considers each child a unique and unrepeatable individual. Inclusive education is based on this principle and seeks to create equal opportunities to unlock every child's abilities.

Summary

In today's globalized world, education plays a crucial role in shaping human capital. This process applies not only to healthy and well-developed children, but equally to those with physical or intellectual limitations. Therefore, establishing inclusive education in society is the embodiment of equality, justice, and humanity.

If a child with special needs grows up in isolation, disconnected from society, they will struggle to adapt to real life. Educating such children together with their peers supports their socialization and helps them find their place in society. This reflects not only the development of the education system but also the overall progress of society.

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