

PROBLEMS AND SOLUTIONS OF INCLUSIVE EDUCATION**Mukhitdinova Diyorakhon Ulugbek qizi**

Tashkent State Pedagogical University named after Nizami
Teacher of the Department of "Surdopedagogy and Special Pedagogy"

Jurayeva Muborak Shoberdi qizi

Tashkent State Pedagogical University named after Nizami
Student of the Department of "Surdopedagogy"

<https://doi.org/10.5281/zenodo.15148433>

Annotation: This article analyzes the essence of the inclusive education system, its relevance and problems encountered in practice. The necessary conditions for the full integration of children with special needs into the general education system, such as teacher training, infrastructure suitability and teaching methods, are considered. In addition, along with the scientific and theoretical foundations of the problem, innovative approaches to its solution and examples of foreign experience are presented.

Keywords: Inclusive education, special needs, integration, teaching methods, pedagogical approach, infrastructure, teacher qualifications.

Introduction

The right of every person to education is one of the highest examples of human values. However, ensuring equal opportunities for all children in society has not always been easy. In particular, children with physical, psychological or intellectual disabilities have often been left out of the education system. From this perspective, the idea of inclusive education appears as an important socio-pedagogical phenomenon that embodies the principles of humanity, equality, and justice. Inclusive education means not only educating children with specific needs, but also creating a basis for their full inclusion in society, for them to feel useful and equal members. The joint study of students with different needs and abilities in educational institutions not only shapes the process of imparting knowledge, but also the culture of human relations. However, in the process of implementing such a system, many pedagogical, psychological, organizational and material problems are encountered. This article analyzes the existing problems in the effective organization of an inclusive education system, offers practical solutions and recommendations for their elimination. After all, the development of society depends on the level of realization of the potential of each citizen, and inclusive education is one of the important tools leading to this lofty goal.

Today, the development of an inclusive education system has become a priority task of every developing country. Because this is not only a reform in

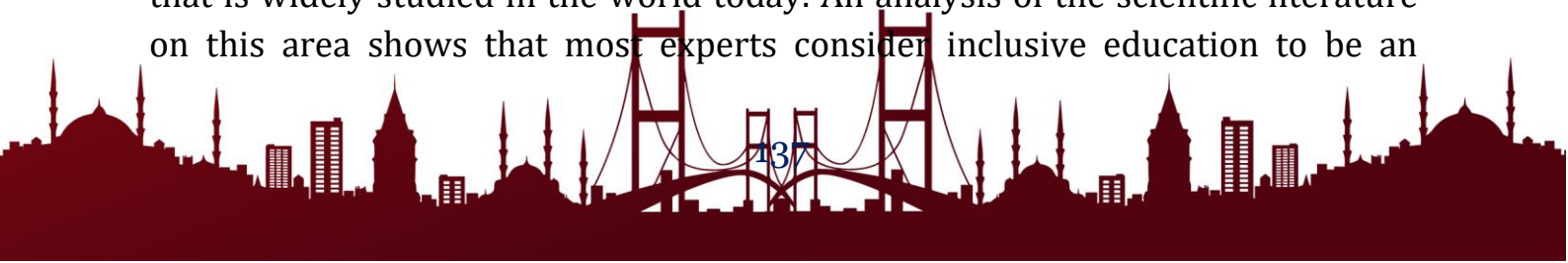


the field of education, but also a deepening of the principles of equality, tolerance and humanity in society. However, there are still many problems that need to be solved in this area. First of all, one of the main problems of inclusive education is the lack of necessary conditions for children with special needs in educational institutions. Many schools do not have adapted infrastructure for students with physical disabilities - ramps, elevators, special classrooms or technical equipment. This limits their opportunities to learn along with their peers. Another pressing issue is the lack of sufficient knowledge and skills of teachers in working with this category of children. Many teachers do not have special training to teach in an inclusive environment, which negatively affects the quality of the educational process. After all, each child requires an individual approach, especially for students with special needs, this need is even more acute.

Another aspect of the problem is the low psychological preparedness of society. Unfortunately, in some cases there are negative views and misconceptions about inclusive education. Such stereotypes are observed not only among teachers, but also among parents. This situation can become an obstacle to the social integration of children. However, it is certainly possible and necessary to combat all these problems. First of all, it is necessary to retrain and improve the skills of teachers in inclusive education. Through special trainings, seminars, practical exercises, teachers should be trained in the use of an individual approach, psychological support, and adapted methodologies. Also, providing educational institutions with the necessary technical means and creating an appropriate environment will contribute to increasing the quality of inclusive education. The development of this system in cooperation between the state and society, especially strengthening the participation of non-governmental organizations and social activists, will be very effective. It is also worth taking as an example the best practices of foreign countries, in particular the inclusive model of countries such as Finland, Japan or Italy. In fact, each stage of inclusive education is a step-by-step movement aimed at changing society. In every problem there is an opportunity, and behind every obstacle there is a solution. The most important thing is not to deviate from this path, to act with patience and consistency.

Literature analysis (review):

The issue of inclusive education is one of the important pedagogical areas that is widely studied in the world today. An analysis of the scientific literature on this area shows that most experts consider inclusive education to be an



approach based on the principles of human rights, equal opportunities and social justice. In particular, T. V. Volosovich in his research pays special attention to the factors of socio-psychological adaptation in organizing inclusive education. He includes the receptiveness of the school community and classroom environment, the empathy and positive motivation of teachers as important criteria in the educational process.

In the works of A. A. Meshcheryakov and V. I. Lubovsky on special pedagogy, the importance of individual and differential approaches in working with children with disabilities is emphasized. They substantiate the need to adapt the content and forms of education to the psychophysiological capabilities of the student.

At the international level, the concept “Inclusive Education: The Way of the Future” developed by UNESCO considers inclusive education as a global development strategy. It indicates the creation of a sustainable, high-quality and adapted education system for all children as one of the main tasks facing countries.

The Resolution of the President of the Republic of Uzbekistan No. PQ-5040 dated March 26, 2021 sets out specific measures for the gradual introduction of inclusive education, the creation of a supportive environment for children with special needs, and the development of the capacity of pedagogical personnel. This resolution serves as the legal basis for the widespread introduction of the principles of inclusion in the national education system.

Also, the research of Uzbek pedagogical scientists such as A. A. Amanova, Sh. I. Kadyrov also highlights the specific features of inclusive education at the modern stage, existing problems and strategies for their elimination. They note that inclusive education is a complex system that depends not only on students, but also on teachers, parents and society.

Based on the analyzed literature, it can be said that, despite the different approaches to inclusive education, all authors recognize that the idea of human rights and equality lies at the heart of this system. This indicates the need to combine practical research and innovative methodologies along with scientific and theoretical approaches.

Discussion:

The modern education system has taken on the task of not only imparting knowledge, but also of forming each child as a full member of society. In particular, the inclusion of children with disabilities in the general education system is the main content of the idea of inclusive education. Although a number



of reforms are being carried out in this direction today, an analytical approach shows that there are still many pressing problems in the system that are waiting for a solution.

First of all, looking at the current situation, a number of regulatory and legal documents have been developed in Uzbekistan on the introduction of inclusive education. For example, the legal framework for inclusive education was established on the basis of the Presidential Decree (PQ-5040, March 26, 2021), but in practice, these documents have not yet been fully implemented. According to the results of a social survey conducted in 2023, it was found that only 2 out of 10 general secondary schools have textbooks and teaching aids adapted for children with disabilities. The issue of teacher qualifications also directly affects the quality of inclusive education. According to statistics from recent years, only 25-30 percent of young teachers graduating from pedagogical universities have theoretical knowledge of inclusive education methods. This leads to a significant lack of attention to such important aspects as an individual approach, differentiated learning, and psychological support in practical teaching processes.

In addition, the level of psychological readiness in society for inclusive education is also insufficient. At the moment, it is observed that some parents do not understand this system correctly and are opposed to their children studying with children with special needs. This situation arises from social stereotypes, and it is necessary to conduct extensive explanatory and promotional work and psychological training in this regard. However, there are also positive experiences against the background of the problems. In particular, in some regions (for example, in the city of Tashkent, Andijan and Bukhara regions), "inclusive class" experiments are being successfully tested. These classes involve specially trained teachers, speech therapists, and defectologists, and children develop freely within their capabilities. It is important to expand this model throughout the republic. International experience also shows that an integrated approach to the system is required to achieve the effectiveness of inclusive education. For example, in Italian and Finnish schools, all children study in the same classes, and the pedagogical approach is adapted to different needs. There, inclusion is not a separate system, but a natural and integral part of education. In Uzbekistan, this idea should also be introduced gradually, but firmly. In general, inclusive education is not only a problem of the education system, but also an indicator of the level of cultural advancement of the entire society. The conditions created to realize the potential of each child are a criterion for the



attitude towards the future generation. Therefore, inclusive education should be approached not with naivety, but with responsibility, based on a systematic approach.

Conclusion.

Today, inclusive education is not a simple reform or the next stage in the education system, but one of the criteria that determine the level of humanism of society. Recognizing the right of every child to education, valuing it regardless of its capabilities and paving the way for its development is the product of high culture, social awareness and pedagogical responsibility. Through an inclusive education system, we pave the way not only for children with special needs, but also in healthy children we form such human qualities as tolerance, empathy, and readiness to help. This will serve to raise a loving, socially responsible generation in the future. Therefore, we should look at inclusive education not as a simplicity or obligation, but as a spiritual and social necessity. Of course, there are problems on this path: insufficient infrastructure, unpreparedness of pedagogical personnel, stereotypes in society... But every problem actually hides an opportunity within itself. The main thing is to be able to see this opportunity, believe in it and work to realize it.

Inclusive education is when every child finds his place, his confidence in life strengthens, and he feels like a person needed by society. Therefore, on this path, we need to change not only the system, but also our views, approaches, and even the humanity in our hearts. Because education is not just knowledge, it is the art of teaching life. And this life should be equal, open, and full of love for all of us.

List of used literature:

1. Resolution of the President of the Republic of Uzbekistan dated March 26, 2021 No. PQ-5040 "On the National Program for Supporting Persons with Disabilities and Ensuring Their Rights in 2021-2025".
2. UNESCO. (2009). Inclusive Education: The Way of the Future. International Conference on Education, Geneva.
3. Amanova A. A. (2020). Fundamentals of inclusive education. – Tashkent: "Science and Technology" Publishing House.
4. Kadyrov Sh. I. (2019). "Problems of inclusive education and ways to solve them", Journal of Pedagogical Education, No. 2, pp. 56-60.
5. Volosovich T. V. (2015). Psychological foundations of inclusive education. – Moscow: Prosveshchenie.
6. Azizkhodjaeva N. N. (2021). Pedagogical technologies and pedagogical skills. – Tashkent: "Ilm ziyo" Publishing House.



7. Salimova D. A. (2023). "Factors for forming an inclusive environment in general education schools", Journal of Education and Practice, No. 4, pp. 33–38.
8. Booth T., Ainscow M. (2002). Index for Inclusion: Developing learning and participation in schools. – Centre for Studies on Inclusive Education (CSIE), UK.

