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THEORETICAL AND PRACTICAL SUPPORT OF INCLUSIVE EDUCATION IN OUR COUNTRY AND IN FOREIGN COUNTRIES

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Abstract

Inclusive education is an education system that ensures the right to education of all children, including those with special needs. This article examines how inclusive education is theoretically and practically supported in our country and in foreign countries.

Keywords: health, knowledge, ability, inclusive education, social phenomenon, education, additional education.

Introduction

Every person has needs for affection, attention, protection, and personal development. People with disabilities are no exception, but they also have unique personal needs. Even if their disabilities are similar, they are different based on their behaviors, interests, abilities, and other aspects. For example, two children with the same disability may live in a positive, supportive environment, while the other may live in a negative, discouraging environment. Therefore, just because they both have disabilities does not mean that they should receive the same support. Their needs should be addressed individually. The importance of this issue has been recognized in practice.

Inclusive education is a global challenge. A key part of inclusive education is creating a welcoming and learning environment for children to learn. If attention is paid to the lives of children with special needs from an early age, up to the age



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of 6, much greater results can be achieved. Developing policies that meet the educational needs of children with disabilities is the basis for supporting inclusive education.

Another feature of inclusive education is that the teacher takes into account the diversity of children in the group, their characteristics, capabilities and interests. In this regard, there is a need to change the forms, methods and technologies of work. Following the general rules and methods of child activity, the teacher of the inclusive group should organize playful educational activities, taking into account the subtleties of the child's cognitive activity, behavior and communication characteristics. Often, such students lag behind other students in their studies: they perform tasks at a level that is comfortable for them, but below the level of the subject used by their peers. First of all, the teacher needs to create a subject-based developmental environment for students in need of inclusive education.

Literature Analysis and Methodology

It is known that, according to global statistics, 9-11 percent of the world's population is underdeveloped and needs special education related to their mental and physical condition. According to Reza Hosseini Innocenti, former head of the UNICEF Representative Office in the Republic of Uzbekistan. In the countries of Central and Eastern Europe, the Baltic States and 27 countries of the region, the number of children recognized as disabled was 500 thousand in 1990, but by 2000 their number had increased to 1.5 million, and the number of children with disabilities had increased threefold. In Uzbekistan, the number of children with disabilities registered and under control in 1996 was 70 thousand, but by 2005 it had reached 125 thousand. This increase is primarily due to the urgency of the issue of child disabilities and the increasing number of mothers seeking support.



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In the process of studying the experience of foreign countries and the Russian Federation, the following indicators were revealed regarding children with social problems in Russia: In the first place are the nervous system and sensory organs (21.7 percent), among which the most common is cerebral palsy (DTSP), in the second place are mental retardation (18.6 percent) and mental retardation (71.0 percent), congenital anomalies (18.5 percent). 3 types of | The causes of the nervous system determine almost 70 percent of the basis of children's disabilities. If we talk about the theory of the education system for students with disabilities, then it is necessary to recall the work of U. Bronfenbrenner. According to this scientist, in the process of human development, that is, a growing, developing individual begins to perceive the world around him in a broad, differentiated and adequate way. The reason for this is that over time, children change their socio-economic environment and become more interested in movement and communication. Therefore, it is necessary not to control the behavior of students, but to develop their self-management skills.

Another similar concept is the Brim concept. He continued the above idea, namely, he argued that every person has his own educational program, laws and rules. That is why we cannot participate in the activities of any group without learning their laws and rules. Similarly, students (whether it is good or bad) should master the rules and regulations of the school, and teachers should perfectly teach them the social and organizational system of the educational institution.

Result

Politicians, sociologists and social organizations are addressing issues related to providing socially disadvantaged groups with wide access to quality education in secondary and higher education institutions. Accordingly, issues such as forming a system of influencing the composition of higher education students, taking preparatory measures for the admission of students from socially disadvantaged



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groups, and creating high-quality educational conditions for children with disabilities, low-income groups and children from rural areas were considered. Throughout the history of education in the United States and Europe, several development directions have been developed:

- school desegregation;
- expanding access to education;
- mainstreaming;
- integration;
- inclusive education.

- Mainstreaming is a strategy in which children with disabilities interact with their peers during holidays and various extracurricular activities, and some children are included in public school classes not for the purpose of receiving education, but to expand their opportunities for social interaction with their peers.

Integration is the implementation of the educational process according to the needs of children with mental and physical disabilities; they attend schools that are not adapted for children with disabilities, but attending school is not mandatory, it is based on their wishes.

Inclusive education is a new term that refers to fundamental reforms in schools and the redesign of educational facilities that meet the needs of students.

The above approaches are based on several theoretical directions:

- social simplicity theory;
- human rights, social order theory in relation to human development;
- structuralism;
- social criticism.

Compulsory school education was introduced in the United States from 1875 to 1914. Accordingly, special classes were organized for those considered mentally retarded and difficult to educate, those with hearing problems, and those with physical disabilities. At this time, the National Education Association organized the Department of Special Education. Tests aimed at testing mental abilities,



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psychological theories developed, and the workforce began to increase. These factors began to affect the school system, that is, principles for identifying and measuring individual differences between students emerged.

In the 1960s and 1970s, there was a growing backlash against schools, blaming them for the poor performance of students with disabilities. Jane Mercer's 1971 research argued that each social system provides new understandings for individuals, and that disability is therefore a product of social conventions.

In 1962, based on the proposals of Reinholds and I. Deno, the concept of a "cascade of services" was introduced. This is a model that envisages the provision of various additional services, taking into account the wishes of students with disabilities who are studying in a hospital or at home, in special schools or special classes, as well as students in general education schools.

In order to implement an integrated inclusive education system in Uzbekistan, several republican seminars-trainings and international conferences were held on the basis of a project of the international organization UNESCO. The current problems, issues, recommendations and reports of the participants raised at the conferences were published in an international collection and distributed to the public. Currently, it is the main program for introducing the concept of inclusive education in our Republic.

In 1998, a major conference was held in Bukhara at the initiative of UNESCO. The goal of the conference was to establish multidisciplinary contacts in Central Asia in implementing various organizational and methodological work related to the social support, rehabilitation, education, organization of material and technical assistance for children with special needs, and their adaptation to a full-fledged society.

This Conference was attended by experts from the UN, UNICEF, WHO, as well as officials from various state and non-state organizations and administrative bodies in Russia, Kazakhstan, Tajikistan, Turkmenistan, the Kyrgyz Republic and the Republic of Uzbekistan. The social inclusion of children with disabilities



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and the need for all to receive education on an equal footing and that no child is left out of education were seriously discussed and resolutions were adopted.

Discussion

Inclusive education is a pedagogical approach aimed at ensuring educational opportunities for every student, including people with disabilities and socially vulnerable groups. Analyzing how this education system is supported theoretically and practically in our country and in foreign countries is important for increasing the effectiveness of inclusive education.

Paying attention to the issues of educating people with disabilities in the general education system Reforms began to be implemented in our republic in 1996, with the holding of a republican seminar in collaboration with the Ministry of Public Education of the Republic of Uzbekistan, the Republican Education Center, and UNESCO. Since that time, the attitudes of scientists, managers in the special education system, teachers, heads of general education institutions, and non-governmental community organizations aimed at meeting the educational needs of people with disabilities have begun to change.

Based on the "Temporary Regulation on Inclusive Education for Children and Adolescents with Disabilities", the following legal and social foundations of the inclusive education system have been created in our Republic:

In preparing a child for social life, the Constitution of Uzbekistan stipulates that all children, regardless of age, gender, race, nationality, should be included in the general education process and adapted to social life;

-every child has the right to receive education in accordance with his interests, abilities, and needs;

-taking into account the diversity of individuality and needs when developing and implementing an educational program;

every child has the right to education on a par with their peers;



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- education should be organized according to the needs of the child, not the child's education;
- support and evaluate the compactness of educational methodologies and curricula, taking into account the child's needs and opportunities;
- inclusive education identifies the problem not in the child, but in the system, and ensures the creation of favorable conditions for the child;
- organizes correctional, pedagogical and social support for the child based on his/her individual needs, etc.

Theoretical Aspects

1. Educational Theory: Inclusive education theory involves adapting the educational process to the individual needs of students. This theory requires the development of appropriate educational strategies that take into account the different abilities and capabilities of students.
2. Psychological aspects: The psychological state and social integration of students are important in inclusive education. Mutual respect, empathy and feelings of acceptance help students to participate successfully in the educational process.
3. Pedagogical approaches: It is necessary to use inclusive pedagogical methods in the educational process, train teachers and improve their professional skills. These approaches include manuals and methods that respond to the diverse needs of students.

Practical Aspects

1. Government programs: Many countries are developing special programs to promote inclusive education. For example, in some countries, special schools and resource centers for people with disabilities have been established, which play an important role in implementing inclusive education.



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2. Foreign experiences: There are many successful models for supporting inclusive education abroad. For example, the inclusive education system is widespread in Scandinavian countries, where close cooperation between teachers and parents is established.
3. Resources and infrastructure: The availability of the necessary infrastructure and resources (e.g., specialized equipment, technology) to implement inclusive education is also important. These resources should be provided in a manner that is appropriate to the individual needs of students.
4. Teacher training: Teacher training programs for inclusive education are essential to enhance their professional skills. Preparing teachers to work with students of diverse abilities is one of the factors determining the success of inclusive education.

Conclusion

Supporting inclusive education in our country and abroad is important not only theoretically, but also practically. By taking into account the capabilities of each student and organizing the educational process accordingly, we ensure social justice and equality. Cooperation between the state, society and educational institutions is important in this process.

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