



TRENDS OF INCLUSIVE EDUCATION IN THE REPUBLIC OF UZBEKISTAN

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Abstract: *The article examines the current trends in the development of inclusive education in the Republic of Uzbekistan. It is shown that inclusive education ensures equal access to learning for all children, taking into account their individual educational needs. Organizational and pedagogical conditions, the regulatory framework, and the role of national and international organizations are considered. It is concluded that the systematic implementation of inclusive education requires a comprehensive approach: adaptation of infrastructure, staff training, development of curricula, and the formation of an inclusive culture in society.*

Keywords: *inclusive education, children with special educational needs, educational environment, pedagogical staff, Republic of Uzbekistan.*

INTRODUCTION

Inclusive education is considered a key direction of modern educational policy aimed at ensuring equal access to education for all children, regardless of their physical, intellectual, and social characteristics. Every child has the right to development and learning in a peer environment, which contributes to social integration and the formation of personal competencies [1]. Inclusive education can be viewed as an ideology based on the recognition of each child's individuality and the diversity of educational needs. In this regard, the education system must develop flexible approaches to teaching and upbringing that ensure the satisfaction of diverse educational needs.

In the Republic of Uzbekistan, the Concept for the Development of Inclusive Education was adopted in 2020 [2]. At the initial stages, it provided for the establishment of pilot classes in selected schools and regions, including remedial classes for children with special educational needs and specialized groups for Grade 9 students [4].

Methodology

In his works, L.S. Vygotsky applied the principles of the cultural-historical theory of development, substantiating the leading role of the social environment and joint activity in a child's development [3]. Of particular significance for this study were the scientific works of Uzbek



scholars, including D.R.Inogamova, devoted to the analysis of modern trends in the implementation of inclusive education in the general secondary education system of the Republic of Uzbekistan [4], as well as studies by Sh.Kh.Mirzaev, which address issues of psychological and pedagogical support for learners with special educational needs in inclusive settings [5]. When analyzing didactic and practice-oriented aspects of the development of cognitive and educational-research activity of students, the conclusions of K.T.Suyarov were used, who proved the effectiveness of differentiated and experimental approaches in educational practice [6]. The research employed methods of scientific literature analysis, examination of regulatory and legal documents, comparative analysis, as well as methods of data systematization and interpretation.

As of the end of the first quarter of 2025, 173285 children with disabilities under the age of 18 were registered in Uzbekistan.

Among them:

- 94722 children have Group I disabilities;
- 695372 individuals have Group II disabilities;
- 67006 individuals have Group III disabilities.

The total number of persons with disabilities in the country is 1031609, which constitutes 2.7% of the total population of Uzbekistan. Of these, 45% are women and 55% are men.

RESULTS

Within the framework of implementing the Concept for the Development of Inclusive Education in Uzbekistan:

1. A laboratory of inclusive education was established at the Republican Center for Vocational Guidance and Psychological-Pedagogical Diagnostics of Students to create conditions for inclusive education in schools and to monitor quality [2].
2. From the 2021/2022 academic year, compulsory general secondary education in specialized institutions with a duration of 11 years and vocational training courses for Grades 10-11 were introduced [2].
3. A new curriculum based on the “4C” model – communication, collaboration, critical thinking, and creativity – was developed and implemented [4].
4. Financial incentives for teachers working in inclusive classes were introduced, including an allowance for special working conditions calculated per child with special educational needs (10% of the official salary) [2].
5. Projects involving international organizations, including the Zamin Foundation and UNICEF, are being implemented to create a barrier-free environment and provide methodological support for inclusion.

DISCUSSION

Inclusive education in Uzbekistan has been actively developing, especially following the adoption of regulatory acts and decrees aimed at ensuring equal



access to quality education for all children, including those with special educational needs (SEN). Key areas include the establishment of inclusive groups in kindergartens starting from 2025, the development of legislation and strategies (with UNICEF support), teacher training, and raising public awareness to eliminate barriers.

Key aspects of inclusive education development include:

1. Regulatory framework: adoption of decrees and resolutions defining tasks for creating an inclusive environment and ensuring social guarantees for children with SEN; the Concept for the Development of Inclusive Education until 2025 sets goals for establishing a system that guarantees the right to education for all.

2. State initiatives for 2025-2026: opening inclusive groups in public kindergartens in every district and city; introduction of a child development map and electronic certificates for pre-school preparation.

3. International cooperation: UNICEF supports Uzbekistan in policy

development, the creation of inclusive school models, ensuring accessible employment, and teacher training.

4. Formation of an inclusive culture in society through mass media and educational activities.

Inclusive education is focused on the child's personality rather than the curriculum. This requires flexible pedagogical approaches that take into account the individual educational needs of all children, including children with disabilities and those requiring additional support [3]. Despite government efforts, successful implementation is possible only with increased societal tolerance toward persons with disabilities.

CONCLUSION

The development of inclusive education in the Republic of Uzbekistan is a systematic and consistent process supported by a regulatory framework, state support, and international cooperation. These measures make it possible to create an educational environment in which every child can develop their abilities and socialize regardless of individual characteristics.

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