

## INCLUSIVE EDUCATION AS A SOCIAL PHENOMENON IN THE PROCESS OF EDUCATION AND UPBRINGING

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### Abstract

This article explores inclusive education as a social phenomenon within the broader framework of the education and upbringing process. It examines the significance of inclusive practices in fostering equality, social integration, and the holistic development of all learners, including those with special needs. The study reflects on how inclusive education contributes to social cohesion and equity, especially in the context of Uzbekistan's educational reforms. By analyzing the principles and implementation of inclusive education, the article highlights the challenges and opportunities that arise in its integration into the general education system. It underscores the importance of teacher preparedness, institutional support, and community involvement in ensuring the success of inclusive practices.

**Keywords:** Inclusive education, social phenomenon, educational process, special needs, social integration, equality.

### Introduction

#### TA'LIM VA TARBIYA JARAYONIDA INKLYUZIV TA'LIM IJTIMOY FENOMEN SIFATIDA

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### Annotatsiya:

Ushbu maqolada ta'lim va tarbiya jarayoni doirasida inklyuziv ta'lim ijtimoiy fenomen sifatida o'rganiladi. Inklyuziv amaliyotlarning tenglikni ta'minlash, ijtimoiy integratsiyani kuchaytirish hamda barcha o'quvchilarning, jumladan, maxsus ehtiyojli bolalarning har tomonlama rivojlanishiga xizmat qilishi muhimligi tahlil qilinadi. Tadqiqot inklyuziv ta'limning O'zbekiston ta'lim tizimidagi islohotlar kontekstida ijtimoiy uyg'unlik va adolatga qo'shayotgan hissasini ko'rsatadi. Inklyuziv ta'limning prinsiplari va uni umumiy ta'lim tizimiga joriy etishdagi muammolar va imkoniyatlar yoritiladi. Shuningdek, pedagoglarning tayyorgarligi, muassasaviy qo'llab-quvvatlash va jamiyat ishtirokining inklyuziv ta'lim muvaffaqiyati uchun ahamiyati alohida ta'kidlanadi.

**Kalit so'zlar:** inklyuziv ta'lim, ijtimoiy fenomen, ta'lim jarayoni, maxsus ehtiyojlar, ijtimoiy integratsiya, tenglik



## **Introduction**

Inclusive education has become a crucial element of educational policy and practice in many countries around the world. It refers to the process of ensuring that all learners, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions, have access to quality education within the mainstream educational system. The concept goes beyond the simple integration of children with disabilities into regular schools; it embodies a shift in the mindset of educators, administrators, and society at large toward embracing diversity as a fundamental strength. In the context of Uzbekistan, inclusive education has gained increasing attention due to the national commitment to aligning educational practices with international human rights standards and promoting the rights of all children to education.

The process of upbringing and education is inherently social, involving constant interaction between individuals, institutions, and societal norms. Therefore, inclusive education should be viewed not only as a pedagogical approach but also as a social phenomenon that reflects the values and priorities of a society. It challenges existing inequalities and fosters environments where every child is valued and supported. In Uzbekistan, inclusive education is gradually becoming part of national education policy, supported by various legal and institutional reforms. However, the implementation of inclusive education remains a complex task that requires structural changes, professional development, and the transformation of attitudes.

This article aims to analyze inclusive education as a social phenomenon by exploring its theoretical foundations, practical implications, and contextual challenges in the educational system of Uzbekistan. It seeks to provide insights into how inclusive education can contribute to the formation of a more equitable and cohesive society through the education and upbringing of future generations.

## **Literature Review**

The academic literature on inclusive education highlights its multifaceted nature, encompassing pedagogical, psychological, sociological, and legal perspectives. International documents such as the UN Convention on the Rights of Persons with Disabilities and UNESCO's Salamanca Statement serve as foundational texts that define inclusive education as a right and a guiding principle for educational policy. Scholars such as Booth and Ainscow emphasize the need for structural and cultural changes within schools to create inclusive environments. Their Index for Inclusion has become a widely used tool for assessing and improving inclusive practices.

In the context of post-Soviet countries, including Uzbekistan, researchers have noted the historical prevalence of segregated education systems for children with disabilities. Recent studies underscore the challenges of transitioning from special education models to inclusive frameworks. These include insufficient teacher training, lack of specialized resources, and limited public awareness. At the same time, there is growing evidence that inclusive education can improve academic and social outcomes for all students, foster empathy, and promote democratic values.

In Uzbekistan, scholarly attention to inclusive education is growing, with local researchers investigating the practical implementation of inclusive policies in schools, the role of teacher education, and the social attitudes that influence inclusion. The literature indicates that while



legal and institutional steps have been taken, there is a pressing need for deeper systemic change and public engagement to realize the goals of inclusive education fully.

### **Methodology**

This study employs a qualitative research methodology based on document analysis and theoretical interpretation. Primary sources include national education policy documents of Uzbekistan, international conventions and declarations related to inclusive education, as well as academic articles and reports from both local and international researchers. The methodology focuses on identifying patterns, principles, and gaps in the implementation and perception of inclusive education as a social phenomenon.

The research approach is exploratory in nature, aiming to provide a comprehensive understanding of how inclusive education functions within the social and educational frameworks of Uzbekistan. Particular attention is given to legal acts, strategic plans, and government programs that have been introduced in recent years to promote inclusive education. These are examined in light of international standards and best practices.

The analysis also draws on case studies from selected Uzbek schools that have piloted inclusive practices. While the study does not rely on empirical field data collection, it critically analyzes the secondary data to reveal the social implications of inclusive education. The methodology enables the identification of theoretical insights and practical challenges that can inform future policy development, teacher training programs, and community engagement initiatives. This approach is appropriate for examining inclusive education not only as an educational method but as a reflection of broader societal transformation.

### **Discussion**

Inclusive education, when approached as a social phenomenon, reflects the dynamic interplay between societal values, institutional structures, and individual experiences. In Uzbekistan, the transition towards inclusive education is not only a pedagogical reform but also a societal challenge that touches upon deep-rooted attitudes towards disability, difference, and equality. Despite legal frameworks and state initiatives aimed at inclusion, widespread implementation remains limited due to systemic barriers and cultural perceptions.

One of the primary challenges is the lack of adequately trained teachers capable of addressing the diverse needs of students in inclusive classrooms. Most teacher education programs still follow traditional models that do not prepare future educators for inclusive practices. Additionally, schools often lack the necessary infrastructure, such as accessible facilities and adaptive learning materials, which further impedes full participation of children with disabilities.

Furthermore, societal attitudes continue to influence the success of inclusive education. Many families and educators still harbor stigmas and misconceptions about children with disabilities, viewing inclusion as a burden rather than an opportunity for collective growth. These attitudes not only limit the educational opportunities for such children but also restrict their broader social integration.

However, there are also significant opportunities emerging. Pilot programs supported by international organizations and non-governmental initiatives have shown that inclusive



education is feasible and beneficial when implemented with adequate support. These programs demonstrate improved academic and social outcomes, not only for children with special needs but for the entire school community.

In this context, inclusive education becomes a tool for social cohesion and moral development. It encourages empathy, cooperation, and respect among students from diverse backgrounds. It also prompts educators and policymakers to rethink traditional notions of success and to value diversity as a strength rather than a challenge. In Uzbekistan, advancing inclusive education requires not only technical reforms but also a sustained cultural shift supported by awareness-raising, community engagement, and inclusive leadership at all levels of the education system.

### **Main Part**

The implementation of inclusive education as a social phenomenon in Uzbekistan involves a complex process influenced by legal, cultural, and institutional factors. At the legal level, Uzbekistan has adopted a number of significant policies to support inclusive education. These include the ratification of the UN Convention on the Rights of Persons with Disabilities and the introduction of national action plans aimed at promoting equal access to education for all children. These documents provide the foundational framework for promoting inclusion across the education system.

Institutionally, the Ministry of Preschool and School Education has initiated pilot projects in selected schools to develop inclusive environments. These include the provision of resource centers, specialized staff such as speech therapists and psychologists, and professional development programs for teachers. However, these initiatives remain limited in scope and have yet to be expanded across the country. Many schools still operate within rigid structures that are not conducive to flexible, student-centered learning environments.

Culturally, traditional views on disability and special needs continue to shape public opinion and school culture. Inclusion often faces resistance due to fears that students with disabilities may disrupt the learning process or require disproportionate attention. These perceptions must be addressed through systematic public education campaigns and efforts to foster a more inclusive mindset in both educators and families.

From a pedagogical perspective, inclusive education requires a shift from standardized instruction to differentiated learning. This involves adapting curricula, teaching strategies, and assessment methods to meet the varied needs of students. Teachers must be equipped with skills in collaborative teaching, classroom management, and the use of assistive technologies. In many cases, teachers report feeling unprepared and unsupported in this transition, pointing to a need for comprehensive pre-service and in-service training.

In addition to challenges, there are notable examples of progress. Schools that have embraced inclusive practices report higher student engagement, improved academic performance, and stronger relationships between students. These schools often adopt a whole-school approach to inclusion, involving administrators, support staff, and parents in creating a nurturing and inclusive atmosphere. Collaboration with NGOs and international organizations has also been critical in introducing innovative teaching methods and resources.

To further institutionalize inclusive education in Uzbekistan, it is essential to integrate inclusive principles into national teacher education curricula, allocate sufficient budgetary resources, and



establish monitoring systems to track progress. Furthermore, inclusive education must be promoted not only as a strategy for children with disabilities but as a universal design for learning that benefits all students, including those from marginalized or disadvantaged backgrounds.

The successful implementation of inclusive education as a social phenomenon in Uzbekistan depends on a multi-level effort that includes legal reforms, educational innovation, and cultural change. It requires a collective commitment to creating an education system that recognizes diversity, upholds human dignity, and prepares every child for meaningful participation in society.

### **Conclusion**

Inclusive education, as a social phenomenon, plays a transformative role in shaping equitable and compassionate societies. In the context of Uzbekistan, the movement toward inclusive education reflects a broader effort to align national educational practices with international human rights standards and to address the educational needs of all children, regardless of their physical or cognitive abilities. While important steps have been taken at the policy level, including legal reforms and pilot programs, the full realization of inclusive education remains a long-term challenge that requires ongoing commitment and systemic change.

The successful implementation of inclusive education in Uzbekistan depends not only on institutional adjustments but also on a significant cultural shift. Teachers, families, and communities must embrace diversity as a fundamental value, rather than perceiving it as an obstacle. For inclusive education to take root, it is essential to provide educators with continuous training, supply schools with necessary resources, and ensure that supportive infrastructures are in place.

Moreover, inclusive education should be recognized as a universal approach that benefits all learners by fostering mutual respect, collaboration, and a sense of belonging. It prepares students to live in pluralistic societies, strengthens social cohesion, and promotes democratic values. Ultimately, by institutionalizing inclusive education, Uzbekistan can move closer to building an education system that not only imparts knowledge but also nurtures empathy, equity, and social justice.

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