



## PROBLEMS OF INCLUSIVE EDUCATION IN UZBEKISTAN AND PROSPECTS FOR ITS DEVELOPMENT

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**Abstract.** This article provides information about the problems of inclusive education in Uzbekistan and the prospects for its development. The issue of educating children with disabilities is becoming one of the most pressing issues today. This article discusses the problems of inclusive education in Uzbekistan and the prospects for its development.

**Keywords:** inclusive education, disabled people, institutions, student, inclusive society.

Inclusive education aims to provide every student, regardless of their background or ability, with the opportunity to learn and thrive in a supportive environment. In the Republic of Uzbekistan, inclusive education has emerged as a priority to ensure that all children, including those with disabilities, have access to quality education. This article examines current practices, challenges, and prospects for inclusive education in Uzbekistan, while proposing solutions to develop inclusive schools and create a more inclusive society. Uzbekistan has made significant progress in developing inclusive education through policy reforms, infrastructure development, and teacher training initiatives. The government has adopted inclusive education as a core principle of its education system, aiming to ensure equal opportunities for all students. This article examines the current state of inclusive education in Uzbekistan and identifies key areas for improvement to ensure that all students receive quality education in inclusive settings.

Inclusive education in Uzbekistan is characterized by a range of practices, including the integration of students with disabilities into mainstream schools, the provision of special education services, and the development of inclusive learning materials and curricula. While some progress has been made in the development of inclusive education, serious gaps remain in infrastructure, teacher capacity, and support services for students with disabilities. Many schools in Uzbekistan lack the necessary infrastructure and equipment to accommodate students with disabilities, such as accessible toilets and assistive technologies. This physical barrier prevents students with disabilities from fully participating in educational activities and accessing school buildings.

The prospects for inclusive education in Uzbekistan are promising, with room for further development and improvement. By addressing existing challenges and implementing evidence-based solutions, Uzbekistan can create a more inclusive education system that supports diversity, equity, and social inclusion. Adopting inclusive practices not only benefits students with disabilities, but also enhances the learning experience for all students, fostering a culture of respect, acceptance, and belonging in schools and communities.

In conclusion, inclusive education is essential for ensuring the rights and dignity of all students in Uzbekistan, including students with disabilities. By addressing existing challenges and implementing solutions based on best practices and international standards, Uzbekistan can make significant progress toward building a more inclusive education system. Through collaborative efforts between government

agencies, educational institutions, civil society organizations, and the public, Uzbekistan can create an educational environment where every student has the opportunity to realize their potential and develop. The transition to inclusive education in Uzbekistan is a multifaceted process that requires focusing on existing practices, identifying and addressing key challenges, implementing effective solutions, and envisioning promising futures. Through collaborative efforts among stakeholders, including policymakers, educators, families, and community members, Uzbekistan can develop a more inclusive education system that ensures equitable access, supports the diverse learning needs of all students, and promotes social inclusion and diversity. By prioritizing accessibility, investing in teacher training and support services, and protecting the rights of people with disabilities, Uzbekistan can lay the foundation for a transformative learning environment where every learner has the opportunity to thrive and contribute to a more inclusive society.

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