

## UZBEKISTAN MODEL OF INCLUSIVE EDUCATION

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**Annotation:** This article analyzes the essence of inclusive education, international experience, and the legal foundations in Uzbekistan. Inclusive education is defined as a system that ensures equal rights to education for all children, particularly those with special needs. The article highlights global practices from the UN, Europe, the USA, and Japan, and thoroughly examines Uzbekistan's legal reforms, including the 2020–2025 Inclusive Education Concept, roadmaps, pilot schools, established laboratories, and methodological materials. The integration of medical, pedagogical, and social models in the inclusive education process is also explored in depth.

**Annotatsiya:** Mazkur maqolada inklyuziv ta'limning mohiyati, xalqaro tajriba va O'zbekistondagi huquqiy asoslari tahlil qilingan. Inklyuziv ta'lim – bu har bir bolaning, ayniqsa, alohida ehtiyojga ega bolalarning teng huquqli ta'lim olishini ta'minlaydigan tizim sifatida talqin etilgan. Maqolada BMT hujjatlaridan tortib, Yevropa, AQSh va Yaponiya kabi davlatlar tajribasi, shuningdek, O'zbekistonda inklyuziv ta'lim bo'yicha qabul qilingan normativ-huquqiy hujjatlar, 2020-2025 yillardagi Konsepsiya, yo'l xaritalari, tajriba maktablari faoliyati, laboratoriyalar va metodik qo'llanmalar haqida ma'lumotlar keltirilgan. Shuningdek, inklyuziv ta'limni joriy etishda tibbiy, pedagogik va ijtimoiy modellarning o'zaro integratsiyasi asoslangan holda tahlil etilgan.

**Keywords:** Inclusive education, special needs, Uzbekistan, roadmap, concept, pedagogical model, medical model, social model, methodological guide, UN declaration, children with disabilities, barrier-free environment.

**Kalit so'zlar:** Inklyuziv ta'lim, alohida ehtiyoj, O'zbekiston, yo'l xaritasi, Konsepsiya, pedagogik model, tibbiy model, ijtimoiy model, metodik qo'llanma, BMT deklaratsiyasi, imkoniyati cheklangan bolalar, to'siqsiz muhit.

Nowadays, inclusive education is increasingly becoming an integral part of the global education system. Inclusive education is a system that ensures equal rights to education for every child, including those with special needs, aiming to prevent discrimination and create conditions tailored to each child's needs. The Universal Declaration of Human Rights by the United Nations states that education is a fundamental human right. Therefore, inclusive education plays an important role not only in solving pedagogical issues but also in addressing social challenges.

Across the world, the application of inclusive education for children with special needs is expanding. For example, in European countries, the United States, Japan, and other developed nations, the inclusive education system is well-developed, offering broad opportunities for children with special educational needs.

In Uzbekistan as well, a number of reforms have been implemented to develop inclusive education. In this process, it is important to take into account the individual needs of children. Therefore, inclusive education involves an integrated approach combining medical, pedagogical, and social models. This model includes the following main components:

1. **Medical model** – focused on addressing physical and mental health issues of children. In this model, doctors, defectologists, and psychologists monitor children's development and participate in creating suitable educational conditions.
2. **Pedagogical model** – involves adapting the educational process and developing individual approaches for children with special needs. Special educators, speech therapists, and defectologists work with such children.
3. **Social model** – aimed at ensuring the integration of children into society, involving families, social services, and all layers of the community. According to Presidential Decree No. PF-5712 of April 29, 2019, "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030," the concept of developing inclusive education in the public education system for 2020–2025 was approved. It included a roadmap for 2020–2021 and target indicators for the development of education for children with special needs until 2025. Further, the Presidential Resolution No. PQ-4860 of October 13, 2020, "On Measures to Further Improve the System of Education and Upbringing for Children with Special Educational Needs," was adopted. This resolution reaffirms the 2020–2025 inclusive education concept and its 2020–2021 roadmap. Notably, it was planned that by 2023–2025, inclusive education would be implemented in 51% of general education schools, with the involvement of 40% of children with disabilities.

To implement this resolution, the Ministry of Public Education issued Order No. 240 on October 17, 2020, titled "On Measures to Further Improve the Education and Upbringing System for Children with Special Needs." According to Order No. 113 of April 9, 2021, a Laboratory of Inclusive Education was established under the Republican Psychological-Pedagogical Diagnostic Center, led by U.Yu. Fayziyeva.

#### **The Laboratory was tasked with:**

- \* creating inclusive conditions in general education schools,
- \* developing criteria to assess the quality and effectiveness of inclusive education,
- \* providing methodological support for educators, parents, and community members through 17 educational programs, 5 methodological guides for parents and society, and 4 methodological recommendations,
- \* improving educational technologies aimed at psychological, pedagogical, and social development of all subjects of inclusive education,
- \* organizing psychological-pedagogical support in inclusive settings,
- \* conducting scientific research on inclusive education and adapting international best practices,

\* establishing a database on inclusive schools and students.

Initially, pilot programs were introduced in one general education school per district across 12 regions and Tashkent city. Under the “Modern School” state program for 2020–2022, barrier-free environments were created to make students feel safe and accepted within inclusive settings. As a result, the legal foundations for implementing inclusive education in Uzbekistan have been fully established, and practical implementation has been launched. Cooperation between state and non-state educational institutions has also been strengthened. From the 2020–2021 academic year, inclusive classes were opened in 30 schools across all regions, with a total of 44 inclusive classes and 77 children with special needs participating

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