

THE DEVELOPMENT OF INCLUSIVE EDUCATION IN THE REPUBLIC OF  
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**Abstract:** This article analyzes the current model of inclusive education being implemented in Uzbekistan and world experience. It also discusses the main regulatory and legal documents related to the application of inclusive education in the education system, pedagogical support, preparation of educational processes, and the development of special educational programs.

**Keywords:** Inclusive education, inclusive education model, physical, intellectual, pedagogical staff, educator, learner, didactic material, program, children with special needs, children, educational program.

The Constitution of the Republic of Uzbekistan guarantees the right to education for all. National legislation also establishes equal rights for persons with disabilities to realize their potential. Currently, in order to ensure that children with disabilities and developmental disorders receive quality education and find decent jobs in the future,

a number of measures are being implemented in Uzbekistan to create genuine inclusive conditions for them. One of the key issues of inclusive education is identifying groups of children with special educational needs and providing them with high-quality education in forms that develop their potential. Principles and directions with priority importance play a crucial role in the development of inclusive education.

It is advisable that these principles correspond to the educational activities, directions, and opportunities (physical, intellectual) of schools with special educational needs.

The issue of developing inclusive education is also reflected in the legislation of the Republic of Uzbekistan. For example, Article 50 of the newly revised Constitution states: "Educational institutions shall ensure inclusive education and upbringing for children with special educational needs." This provision is legal proof that the process of inclusive education for children with disabilities has been established in our country.

The Resolution "On the approval of regulatory and legal documents on the education of children with special educational needs" defines the regulatory and legal framework, procedures, and criteria for introducing inclusive education in the country's educational institutions.

Accordingly, inclusive and basic correctional rooms are organized in educational facilities that have created special conditions for children with special educational needs to move within the building and receive education.

Preparing teachers is of decisive importance for the implementation of inclusive education in Uzbekistan. To equip pedagogical staff with the necessary skills to work with children with special needs, training sessions, seminars, and professional development courses are being conducted. In addition, teachers are being provided with special didactic materials and tools. Educational programs and resources for children with disabilities are being expanded. Teachers strive to design and implement curricula tailored to the needs of each child, based on individual

education plans. This process is primarily aimed at developing children's abilities and creating opportunities for their full participation in social life.

Practical assistance provided by the state covers the following main directions:

1. Creation of educational resources for children with special needs. To ensure inclusiveness in the education system, educational programs and methodological manuals for children with special needs are being developed at the state level.

These programs are adapted to the individual needs of each child and serve to ensure equal opportunities in education. For example, technologies that facilitate reading and writing, speech and language development programs, and visual materials are being introduced.

2. Adaptation of schools and preschool institutions. Many initiatives are being implemented to create infrastructure for children with special needs in educational institutions. Schools are being equipped with elevators, special learning devices, adapted classrooms, and other conveniences. This infrastructure facilitates the educational process and creates equal conditions for all children in educational institutions.

3. Training and capacity building. The state pays special attention to preparing and upgrading the skills of educators for the effective implementation of inclusive education. Various training programs, courses, and seminars are regularly conducted to prepare teachers to work with children with special needs. These activities provide teachers with deep knowledge of the methodology and psychology of inclusive education.

4. Involvement of society in inclusive education. Many social projects are being implemented to support inclusive education and encourage the acceptance of students with special needs. Through these projects, people are informed about their role and responsibilities in working with children with special needs. Large-scale advocacy efforts are being carried out to reduce negative attitudes toward inclusive education and raise social awareness.

5. Financial support. The Government of Uzbekistan allocates grants to financially support the development of inclusive education and provide the education system with the necessary resources. State support includes the purchase of technological aids, educational materials, methodological guides, and educational equipment for children with special needs. All these measures help facilitate the learning process for children with disabilities.

6. International cooperation. Uzbekistan, in cooperation with international organizations such as UNESCO, the UN, and other international partners, is working on the development of inclusive education. Within this cooperation, international experience and resources necessary for the education system of Uzbekistan are being adopted. Grants and expert assistance from international organizations contribute to expanding Uzbekistan's capacity in the field of inclusive education.

7. Transport services for children with disabilities. In some regions of Uzbekistan, special transport services for children with disabilities are being introduced.

This enables them to reach their schools and educational institutions conveniently and safely. This service is particularly helpful for children in rural areas.

In conclusion, inclusive education is an educational approach aimed at creating equal opportunities for all children, including those with special needs, with the primary goal of ensuring social equality. Global experience shows that the effective implementation of inclusive education requires cooperation between the state and society, as well as special approaches and resources. Inclusive education creates equal opportunities for all children, contributes to stability and social cohesion in society, and enables persons with special needs to feel fully integrated into society.

Positive steps are being taken to develop inclusive education in Uzbekistan: necessary infrastructure is being created in the education system, and practices of preparing children and providing them with special resources are ongoing. The advantages of inclusive education, as well as its impact on social skills, equality, and personal development, increase stability in society and create better opportunities for all its members. For the further development of inclusive education, joint efforts of the state, educational institutions, and society are of great importance.

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