



National and International Experience of Education and Upbringing in The Process of Preparing for Inclusive Education

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Abstract: This article examines the scientific and theoretical foundations of national and international experiences in the process of preparation for inclusive education. The experience of developed countries in organizing inclusive education and the reforms carried out in this area in Uzbekistan are analyzed. In particular, issues of professional training of teachers in inclusive education, material and technical base, development of individual educational plans and social partnership are studied. As a result of the research, scientifically based recommendations for improving the process of preparation for inclusive education have been developed.

Keywords: Inclusive education, national experience, international experience, professional training, individual approach, material and technical base, social partnership, pedagogical competencies.

Introduction: Ensuring equal access to education for every individual in society, forming an education system based on humanitarian principles, and fully integrating children with special needs into the educational process are among the most pressing issues today. Inclusive education is an approach aimed at involving all students, including children with disabilities, in the general education process and creating equal learning opportunities for them. This concept implies integrating students with special needs into the mainstream education process without isolating them, by creating all the necessary conditions for their participation.

Today, inclusive education has become one of the most important directions in the global educational sphere. According to UNESCO, over 150 million children worldwide live with varying degrees of disabilities, and more than 50% of them do not have access to full-fledged education. Inclusive education ensures that children with special needs receive education in mainstream schools, which lays the foundation for their full integration into society and the realization of their potential in the future.

In Uzbekistan, consistent reforms have also been implemented in recent years to develop inclusive education. In the Concept for the Development of the Education System of the Republic of Uzbekistan for 2020–2024, special attention is given to improving inclusive education (Presidential Decree of the Republic of Uzbekistan, 2019). According to this document, it is planned to reorganize 50% of special education institutions based on inclusive education principles by 2025.

The process of preparing for inclusive education is multifaceted and complex, encompassing areas such as teacher training, developing material and technical infrastructure, adapting educational programs, and establishing social partnerships. The main objective of this article is to study and analyze national and international experiences in preparing for inclusive education and to develop effective recommendations based on this analysis.

METHODS

Scientific research in the field of inclusive education is actively developing worldwide. Foreign researchers Florian and Black-Hawkins have studied the theoretical foundations of inclusive pedagogy and its implementation in practice. They developed the main principles of inclusive education and paid special attention to the professional training of teachers [1].

The “Inclusive Education Strategies” concept developed by Mitchell offers a number of practical methods for supporting students with special needs [2]. He identified 24 strategies necessary for the effective organization of inclusive education.

The theoretical foundations of inclusive education have been proposed by the following prominent scholars:

Lev Vygotsky – emphasized that tasks matching the learners' capabilities based on the "Zone of Proximal Development" theory can increase effectiveness.

Howard Gardner – argued for the development of each child's unique abilities and talents through his “Theory of Multiple Intelligences.

John Dewey – advocated for learning through

experience, emphasizing that knowledge should be based on students' personal experiences.

Maria Montessori – promoted the principle of “child freedom,” focusing on individual development in education.

Uzbek researchers have also made significant contributions to studying the theoretical and practical foundations of inclusive education. In her study “Prospects for the Development of Inclusive Education in Uzbekistan,” M. Rakhimova explored the creation of a national model of inclusive education, improving its legal framework, and teacher training. According to the author, the most important issue in the development of inclusive education is the professional preparation of teachers and the establishment of a social partnership system [3].

S. Yuldasheva, in her study “Professional Training of Teachers in Inclusive Education: Problems and Solutions,” investigated issues related to preparing teachers for inclusive education, developing their special pedagogical competencies, and forming practical skills. She identified existing problems in the teacher training system and proposed solutions [4].

U.J. Mansurov, in his study “Reforms in the Education Sector of Uzbekistan: Inclusive Education and New Pedagogical Approaches,” analyzed the strategy for developing inclusive education in Uzbekistan, its key directions, and achieved outcomes. The author emphasized the importance of considering national values and traditions while also studying and implementing advanced international experiences in the development of inclusive education [5].

This research used the following scientific methods:

Analysis and synthesis method – studying theoretical sources, scientific research, and legal documents related to inclusive education.

Comparative analysis method – comparing national and international practices in inclusive education and identifying their specific characteristics.

Empirical methods – collecting practical data through surveys, observations, and interviews.

Statistical methods – processing and analyzing the results of surveys and research using statistical techniques.

Modeling method – developing an effective model for the preparation process for inclusive education.

DISCUSSION AND RESULTS

According to the research results, a number of differences and similarities between national and international experiences in preparing for inclusive education have been identified.

In Finland, the inclusive education system is based on the principle "Every child is valuable." The education system here focuses on early identification of students with special needs, providing them with support, and developing individualized education plans. The main features of the inclusive education preparation process in Finland include: 95% of teachers have undergone special training in inclusive education; Each school has support services consisting of special educators, psychologists, and social workers; The learning environment is fully adapted and equipped with special tools; Individualized education plans are developed for each student and are regularly updated.

Italy is considered one of the first countries to implement inclusive education. Since 1977, special schools have been gradually closed in Italy, and all students have been admitted to mainstream schools. The key features of the preparation process for inclusive education in Italy include: Two teachers (a general and a special education teacher) work together in each class; The number of students with disabilities in a class does not exceed 20; Parents are actively involved in the educational process; Curricula are modular, allowing them to be adapted to each student's abilities.

In the USA, the "Individual Education Plan" (IEP) system has been implemented, through which a special educational program is developed for each student with special needs. The preparation process for inclusive education in the USA includes: Special certification programs for teachers; Extensive use of assistive tools and adaptive technologies; Legal reinforcement of the rights and responsibilities of parents; Emphasis on a differentiated approach in the educational process.

In Japan, the inclusive education system is based on the principle of creating a "barrier-free" learning environment. The preparation process includes: Fully adapting the material and technical base of schools to meet the needs of students with disabilities; Implementing a joint training system for general and special education teachers; Developing special educational materials and technologies; Conducting broad outreach to promote inclusive culture in society.

In Uzbekistan, several regulatory documents have been adopted to develop inclusive education. In particular, the "Concept for the Development of the Education System of the Republic of Uzbekistan for 2020–2024" defines the following tasks for advancing inclusive education: Improving the infrastructure for inclusive education; Retraining and upgrading the qualifications of teachers; Developing special educational materials and manuals; Creating a system

for early diagnostics of children.

According to a sociological survey, the level of preparedness for inclusive education in schools in Uzbekistan is as follows: 35% of teachers have undergone special training in inclusive education; 40% of schools have adapted their material and technical base for inclusive education; 30% are provided with special educational materials and manuals; 25% of parents are considered prepared for inclusive education.

Based on the research findings, the main directions in the preparation process for inclusive education are as follows:

1) Professional training of teachers: Teachers play a crucial role in inclusive education. They must possess not only the skills to work with students with special needs but also a positive attitude and inclusive values. According to the survey, 65% of teachers expressed a desire to gain additional knowledge and skills in inclusive education, while 40% lack access to such training opportunities.

2) Improvement of the material and technical base: Effective implementation of inclusive education requires adapting the infrastructure of schools, which includes: Physical modifications to buildings (e.g., ramps, elevators); Special equipment (e.g., Braille books, hearing aids); Modern technologies (e.g., computers, specialized software).

3) Development of individual education plans: Designing an individualized education plan for each student with special needs is a key component of inclusive education. This plan should consider the student's abilities, needs, and developmental goals.

4) Social cooperation: Collaboration between schools, families, and society is essential for the successful development of inclusive education. The participation of parents, community organizations, and government institutions increases the effectiveness of inclusive practices.

The research revealed several differences between national and international practices in preparing for inclusive education:

Teacher training: In foreign countries, the level of teacher training for inclusive education is significantly higher (e.g., 95% in Finland) compared to Uzbekistan (35%). This highlights the need to enhance special teacher training systems in Uzbekistan.

Material and technical base: In developed countries, the infrastructure of schools is fully adapted for inclusive education, while in Uzbekistan, only 40% of schools have created the necessary conditions.

Support services: Foreign countries have established

support services (special educators, psychologists, and social workers) in every school, whereas such systems are not yet fully developed in Uzbekistan.

Parental involvement: In international practice, parents are active participants in the educational process, while in Uzbekistan, only 25% of parents are considered prepared for inclusive education.

At the same time, there are similarities between national and international experiences in the preparation for inclusive education, including:

Legal foundations: Inclusive education is legally supported and prioritized in government policy in all countries.

Individual approach: Both in Uzbekistan and abroad, there is experience in developing individual education plans for students with special needs.

Principle of collaboration: All countries emphasize cooperation between various social institutions (school, family, society) in the development of inclusive education.

CONCLUSION

Studying and integrating both national and international experiences in preparing for inclusive education is of great importance. Research findings show that several reforms are necessary for further development of inclusive education in Uzbekistan. In particular, it is essential to strengthen teacher training, improve the infrastructure of schools, establish support service systems, and actively promote inclusive values among parents and society.

Drawing from international practices, the following directions should be prioritized for improving the preparation process for inclusive education in Uzbekistan:

From Finland – establishing a special teacher training system;

From Italy – implementing a co-teaching model in inclusive classrooms;

From the USA – adopting mechanisms for developing individual education plans;

From Japan – enhancing the material and technical infrastructure.

Implementing these recommendations can increase the effectiveness of inclusive education in Uzbekistan, ensure access to quality education for every child, and strengthen the principles of equity and justice in society. This, in turn, will contribute to raising Uzbekistan's international ranking in education and achieving sustainable development goals.

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