

RESEARCH ARTICLE

Types of Children with Disabilities and Their Involvement in Inclusive Education

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Abstract

The education of children with special needs in general education is organized taking into account their individual characteristics, the type and degree of the disability, and the number of children in the class. First of all, it should be emphasized that although the students are of the same age, they are not all alike. All children have different individual psychological characteristics, levels of acceptance, intelligence, and cognition. Therefore, the organization of the educational process in inclusive classes where a child with special needs is studying requires solving even more complex problems.

KEY WORDS

Inclusive education, children with disabilities, physical disabilities, mental retardation, hearing impairments, vision impairments, speech disorders, autism, Down syndrome, social adaptation, special education, speech therapist, defectologist, psychological support, adapted curriculum, integrated education, cooperation with parents, social adaptation, equal opportunities, combined education.

INTRODUCTION

In an inclusive classroom, if the teacher can plan lessons accordingly, take into account the abilities of the children, understand how the children's disabilities affect their learning, use effective ways to overcome these difficulties, fully establish school-family cooperation, and look with confidence at the future of the child with disabilities, the lesson process can be successful. Each child develops to the best of his or her ability, as evidenced by the famous psychologist L. S. Vygotsky's statement that "development continues even with any mental or physical disability."

The introduction of new ideas into inclusive education requires national, organizational and methodological reforms. Children with special needs are children whose needs are not met in the current school system. For this reason, schools should respond to the diverse general goals, aspirations, interests of all children and ensure their learning.

To develop inclusive education, it is important to introduce structural changes to the general education system. The barriers between "General Education" and "Special Education" must be removed. Although special education is part of general education, two separate educational systems are in place, each with its own students, teachers, management team, and support system. In an "Inclusive School," which meets the needs of all students, there is no need for such a system.

Reforms can guide the implementation of educational goals, but they cannot directly guide their pedagogical implementation. For this reason, to be effective, reforms need to be discussed and considered by both education system managers and practitioners.

Inclusive education can be organized in the following conditions: in the form of general and individual assistance in

public preschool educational institutions, general secondary school classes (groups), correctional and pedagogical assistance in speech therapist rooms, and special education in correctional classes (groups).

Children in need of special assistance are accepted into the inclusive education system by the regional (city, district) departments of public education in the framework of the activities of the medical-psychological-pedagogical commission in accordance with the Regulation "On the republican, regional, district medical-psychological-pedagogical commissions". Education of children with special needs in an inclusive educational institution is carried out in accordance with the established procedure, using special methods and means, based on curricula, correctional programs. In schools (institutions) where inclusive education is introduced, the following specific aspects should be implemented in the educational process, along with general didactic principles:

- correctional orientation of education;
- identification of defects, complex (clinical-genetic neurophysiological, psychological-pedagogical) approach to teaching;
- early identification of defective functions and correction from a medical-psychological perspective;
- preparation and adaptation to social life through general secondary education and vocational guidance;
- differential and individual approach;
- can ensure continuity of education.

When introducing inclusive education in the general education system, it is necessary to implement visible reforms in the job duties of the institution's employees.

Forms of organizing inclusive education and necessary conditions for education

Inclusive education is a team effort, and responsibility lies with the entire school and pre-school educational institution team. Methodological support in inclusive education takes various forms, including:

- providing advice and assistance to the class teacher;
- providing the necessary teaching aids and supporting materials;
- providing the necessary support from parents, volunteers

or senior teachers;

- developing the curriculum, lesson plans, assessment criteria and adapting them to change;
- creating conditions for teachers to improve their skills and qualifications;
- creating a positive school environment that actively supports and encourages leaders and students, and fostering a friendly atmosphere in the educational process;
- identifying and assessing children;
- coordinating social, psychological and health services.

In this education system, relevant specialists (special resource teachers, psychologists, medical staff, parents, and others) should provide direct assistance to school teachers in identifying children's disabilities, treating and rehabilitating them, and implementing correctional and pedagogical factors.

Children with very complex disabilities are sometimes educated in special schools and special rehabilitation centers or in special classes attached to schools with the help of correctional programs. Educational provision in these schools is, of course, provided taking into account the needs of the child.

The regular educational process involves the organization of various forms of education in cooperation with the surrounding community, using individual correctional methods and adapted curricula, programs and other factors, taking into account the personal characteristics of the child with disabilities, as well as the use of special assistive devices (hearing aids, lenses, magnifying glasses, wheelchairs), various technical means and special visual aids. In turn, teachers of special educational institutions should act as consultation departments and resource centers for general education students, parents, state and non-state public organizations.

The following conditions should be created for the education of children with special needs in general education institutions, that is, for inclusive education:

- early diagnosis of disabilities;
- create all conditions (facilities) adapted for children with special needs in the buildings of general education institutions;
- increase the central network of correctional assistance;
- establish strong ties between general education institutions

and special education institutions, that is, bring to the fore the activities of "fraternal" institutions;

- to improve the skills of general education teachers, conduct retraining courses and provide them with special aids, educational and methodological literature, methodological manuals, as well as organize education at school using various programs in order to organize the education of children with certain disabilities in general education institutions;
- to create educational conditions for all children and increase the effectiveness of education.

In turn, it is envisaged that teachers of special educational institutions will act as consultation departments and centers for general education teachers, parents, state and non-state public organizations.

Ways to explain the equality of children with disabilities with healthy peers

- Teachers can explain the equal rights of disabled people in their class groups by inviting a disabled adult or child and talking to them about the social conditions of disability. The class should be able to explain the limitations of disabilities and provide a clear understanding of who is considered disabled.

- Explain the difference between a person who is sick or has a short-term injury and a person with a disability. Many children have experienced illness or injury. Talk to them about this and the changes that have occurred in their bodies. Ask them how they felt at that time. Explain to them that a disability is something that happens to the body that may not fully recover or that may take years to heal. Instill in students the simple concept of disability as a weakness or deficiency in vision, hearing, mental, and other processes.

Ask a person with a disability to talk about their life, this will make a big impression on children. The difficulties they have experienced in their lives, the problems they have faced, the relationships they have with others, why they have faced obstacles, etc. This will help students control their own behavior.

- Classes should discuss all aspects of a group of people, whether it is about their appearance, speech, development (children with learning difficulties) or behavior. Even very young children are interested in such stories, because they have a strong sense of reality. When children with disabilities are upset, they should be encouraged to express their

feelings. All children with disabilities should feel welcome and able to speak freely in the classroom.

- The teacher can highlight the achievements or skills of the children with disabilities who have spoken, or any child with disabilities in the class. Also consider the following:

- Use drawing, games, drama, music, songs, and stories to explore the topic of differences.

- Don't make up nicknames. As a whole class, working with a group on the board or with flipcharts in groups, ask them to name all the words they have heard about disability. Write these words on a piece of white paper or on the board in one color. Now ask the class or group to highlight any words that are considered negative. Discuss with the children how they feel when they are called these words. Have some cards with the origins of some of these words written on them.

- School environment. The teacher is also required to pay attention to the free and unhindered movement of students with disabilities around the school. Therefore, you should also take a walk around the school with a student in a wheelchair. Discuss the results and present them in writing to the school administration.

- The outside world. As a class or group, take a walk around your local area, both in the area and in separate segments, using a map. Agree on signs to mark different types of buildings or services. Suggest that you mark food stores, barber shops, banks, restaurants, pharmacies, and other things that may be obstacles for people with vision and hearing impairments, people in wheelchairs, and people with learning disabilities. When they return to class, mark the results on the map and have a discussion about any tools that could be used to show respect for people with disabilities. As a result of the discussion, the groups can gradually complete the following tasks in class.

A). Write to the head of the organization about the identified disadvantages for people with disabilities and conduct explanatory work;

B). Create or draw a poster that reflects the need for accessibility for everyone and why;

V). Act out a story that reflects the problems that people with disabilities face when there is no accessibility in the service areas;

G). Organize a general meeting where students are informed about the work carried out throughout the school.

Children involved in inclusive education

- Children with mental retardation;
- Balance disorders:
- oligophrenic children and adolescents with a degree of dementia who can serve themselves:
- Children with speech impairment (unlimited communication);
- Visually impaired children and adolescents:
- Hearing impaired and late (after 5 years) deaf children:
- Blind (Braille and reading) children and adolescents:
- Visually impaired (up to 04 degrees) Children:
- Children and adolescents with hearing impairments (who have communication skills, reading and writing).
- People with disabilities are actively fighting for their rights and opportunities.

Twinned schools

When implementing the integration and education of children with disabilities in the process of twinned general education schools, it is recommended to assign children to classes according to the type of disability and age. For example: children with hearing problems are admitted to general education schools two grades lower, that is, a 3rd grade student from a boarding school for children with hearing disabilities is admitted to the 1st grade of a general education school; A 2nd grade student of a boarding school for blind children is admitted to the 1st grade of a general school; mentally retarded students (students of a special school) in grades 2-3 are admitted to the 1st grade; second grade students of boarding schools and schools with delayed mental development and with disabilities in the musculoskeletal system and speech are admitted to the 1st grade of a general school.

A unique feature of the education of children with disabilities in twin schools is that students from special schools or boarding schools, while living in the same area where they study, go to a nearby general education school for 2-3 hours to study social studies with their peers. They also participate in various extracurricular activities (holidays, sports competitions, art, music) at general education schools. Such activities have a positive impact on preparing children for social life and allowing them to communicate freely with

healthy peers. Special correctional subjects for children with disabilities: developing hearing, teaching pronunciation, developing the visual abilities of blind children, visualizing the environment, therapeutic gymnastics, labor training with students from special schools, children with speech impairments receive correctional and pedagogical assistance from specialists in their schools in speech therapy classes, social and household orientation classes. Students who are integrated into the general education process can benefit from specialized curricula and textbooks for subjects that are difficult to master.

Twin schools should ensure that children, while developing literacy, have a certain level of verbal communication skills, such as reading and writing. The interaction of children with disabilities with general education children will stimulate the development of their educational opportunities. A friendly relationship is formed between a disabled child and a healthy child, discrimination and differences are eliminated, and feelings of love and goodwill arise in the healthy child towards the disabled child. This, in turn, leads to a disabled child studying in a general education school to admire the achievements of his classmates in subjects, and as a result of interest, a desire for similar achievements and a sense of achievement in himself. A good result is achieved if an integrated approach is taken in the process of educating such children in general education schools, using special aids with the help of specialists.

Necessary measures for the introduction of inclusive education

- Creation of legal foundations for inclusive education;
- Establishment of early diagnosis;
- Formation of a positive attitude in society towards children with special needs;
- Strengthening advocacy work on inclusive education;
- Strengthening the participation of parents and society;
- Availability of necessary tools and equipment for teaching;
- Adaptation of educational institutions to the needs of children with special needs;
- Adaptability of teaching methods to children with special needs;
- Implementation of reforms in the process of staff training.
- Implementing inclusive education, organizing multimedia

libraries based on international and national experiences, and promoting them to the public.

— to establish a collective council with the participation of teachers and parents, which will be responsible for promoting inclusive education in each inclusive educational institution, providing it with educational and methodological materials, programs, and establishing contacts with local public education bodies in the areas, and providing information.

Preparing society for inclusive education and fostering and implementing positive attitudes

Children with special needs are being left out of education due to the lack of knowledge among people in society about children with disabilities. In addition, if the abilities, rights and needs of children with disabilities are not regularly appreciated, children develop a negative attitude towards themselves and their abilities. In any society, there is a need to recognize that every child is unique, that children with special needs have the same rights and aspirations as other children. Working to deepen this knowledge is important for everyone at the child, family, and societal levels.

- The educational institution provides comprehensive medical and pedagogical assistance, they are fully supported by the state
- Defectologist-pedagogues fully meet the special needs of children, correctional and developmental work is fully implemented
- Students and pupils have the opportunity to use special educational methodological applications and technical means
- The number of students in classes does not exceed 12-16 people, there is an opportunity to fully implement an individual approach
- There are favorable conditions for the formation of special skills such as orientation in the surroundings, formation of verbal communication, and self-service before and after the lesson.
- Separate textbooks can be used for subjects that are difficult for students to master.
- Inclusive education helps to overcome the scourge of poverty and exclusion;
- Prevents discrimination and ensures equal rights for children with disabilities;

- Inclusive education allows a child with special needs to be included in his or her family and society;
- Inclusive education leads to greater inclusion;
- Inclusive education improves the quality of education for all;
- children with disabilities adapt to living and working in natural conditions among their healthy peers;
- their adaptation to society is more effective.

In order to implement the above, teachers should find opportunities to talk with students every day on any topic that interests and worries them. This can be a starting point for discussing attitudes towards people, for example, if a child is unable to talk about their experiences, but the rest of the class supports them, this can help the child learn to express their views. This will help children feel safe and can express their fears in a calm manner. The educator should explain the roots of discrimination, both historically and in the present, in such a way that children understand and accept the ideas of others, and it is easier to work with people, especially children with disabilities, because they can use their strong feelings of truth and communicate all night.

In this way, children feel safe and can express their fears in a calm manner. The teacher should explain the roots of discrimination, both historically and in the present, in such a way that children understand and accept the ideas of others, and it is easier to work with people, especially children with disabilities, because they can use their strong feelings of truth and communicate all night. It is more effective to discuss such issues in an open and inclusive manner than to discuss them with individual children in private. However, in some cases, a one-on-one discussion may be the best option. and this should be discussed. The purpose of the discussion is to develop a positive relationship.

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