

The Trend of Inclusive Education Development

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Abstract: This article reveals the importance of inclusive education in creating and developing the necessary organizational conditions for active participation in social and cultural life of people with disabilities, including children and youth. It also emphasizes the need to support children with special educational needs. The article systematically analyzes modern trends in the development of inclusive education and highlights the pedagogical, psychological and organizational foundations of supporting children with disabilities in general education schools. It also reveals the importance of creating equal opportunities in the educational environment, ensuring an individual approach, strengthening the cooperation of specialists and introducing innovative technologies. The problems arising in the process of inclusive education, in particular, the lack of methodological support, the level of professional training of teachers and shortcomings in the infrastructure of information technologies, are analyzed. At the same time, the possibilities of improving the quality of education through the use of distance learning and assistive technologies are substantiated.

Keywords: Inclusive education, special educational needs, children with disabilities, social integration, educational environment, differential approach, psychological and pedagogical support, distance learning, assistive technologies, social adaptation, integrated approach, educational reforms, family cooperation.

Introduction: Currently, the upbringing of children with disabilities is one of the most urgent and controversial problems of modern education. Many restrictions, one way or another associated with social inequality, prevent children from receiving quality education.

The existing system of special educational institutions for children with disabilities is currently undergoing significant changes and is on the verge of being reduced in many respects. Most likely, the tendency to eliminate the differences between mainstream and special schools will prevail. In this regard, the role of inclusive education is increasing, which significantly reduces the marginalization of children with disabilities and helps to expand educational opportunities for them. This creates more favorable conditions for the social adaptation of such children.

The trend towards the development of inclusive education in general education schools is accompanied by an increase in the heterogeneity of the student body in terms of the level of mental, speech and general

psychological development. This significantly complicates the adaptation of relatively healthy children and children with disabilities; In the process of implementing an individual approach to students in the process of education, upbringing and development by teachers, additional, often insurmountable difficulties arise, which do not allow the full implementation of the principle of a differentiated, truly individual approach to each student.

To overcome these difficulties, general education schools are currently:

- providing a regulatory and legal framework for the inclusive educational process for children with disabilities in the general education system;
- equipping the educational process with professionally trained general education teachers and specialists capable of implementing an inclusive approach;
- creating a barrier-free educational and social environment for inclusive education, focused on the

principles of acceptance and mutual assistance;

- creating a complex model of the activities of specialists in various fields who support children with disabilities in an inclusive educational environment;
- development of scientific, programmatic and methodological support for inclusive education (curriculums, curricula (their variants), if necessary, special textbooks and workbooks, student manuals);
- active use of distance learning opportunities as an effective means of introducing a competency-based approach in education;
- ensuring interdepartmental cooperation and social partnership between organizations, institutions and departments providing psychological, pedagogical and social support to children with disabilities;
- ensuring the organization of mutual cooperation between the institution and the family raising a child with disabilities.

Currently, efforts are being made to implement organizational and methodological reforms in this regard in general education schools. For example, in some schools, the number of programs to supplement the educational process with various auxiliary means (psychological, speech therapy, special education) is increasing. However, such programs are usually one-sided and not sufficiently scientifically based. Often, programs to support children with disabilities are developed by specialists without special training.

In modern conditions, the inadequacy and sometimes weakness of existing forms of support and assistance to children is increasingly evident. Most of this work is not performed at a sufficiently professional level, teachers specialize in such activities in a narrow range, their psychological competence is low. They are poorly versed in the methods of psycho-prevention of developmental deviations and experience difficulties in using psychological and pedagogical correction methods. Teachers of secondary schools are not yet prepared to work with children of different categories, organize group work, conduct classes using an activity-based paradigm. They lack modern technologies for building educational paths and developing individual programs for children with disabilities.

In general, it is necessary to significantly increase attention to supporting children with disabilities and

health problems in the educational process at school, to providing them with comprehensive assistance. The development of the content and organizational principles of the activities of entities providing assistance to children with disabilities and health problems (school psychological services, correctional and pedagogical services, social services) is possible only on the basis of a holistic understanding of the complex model of the activities of specialists of various categories: psychiatrists, neurologists, physiologists, psychologists, defectologists, teachers. uncoordinated and not focused on the needs of children. Their efforts do not and cannot give the desired results in educational, upbringing, psycho-correctional and preventive work.

Currently, the urgent issue facing the organization of comprehensive assistance to children in inclusive education is the creation of a barrier-free educational environment. One of the general principles of such an educational environment is its openness to children with disabilities. The general pedagogical requirements for equipment and facilities in institutions supporting such children should take into account the difficulties and difficulties of socialization of this category of children. The social environment in educational institutions should reflect the level of modern society and meet its requirements. This especially applies to the technical equipment of all areas of the child's life: meeting everyday needs, developing social competence, social activity and resilience.

There are also serious problems with the use of new information technologies in the educational process, which arise under the influence of the following factors:

- lack of an optimized information technology infrastructure (within the educational institution), software and hardware tools that meet the goals and objectives of education and the individual needs of students, using technologies designed for children with disabilities;
- lack of conditions based on the principles of creating a technological infrastructure aimed at inclusive education: ease of use, convenience, flexibility, affordability and cost-effectiveness.

The presence of problems in communicating with the environment in children with disabilities, physical inactivity, disorders in the psycho-emotional sphere and

often dependence on adults require conditions for children to regularly practice self-expression in various types of activities. Assistive technologies, that is, devices or services that allow people with functional limitations to actively participate in everyday life, study, work or relax, play a special role in this. To solve these problems, first of all, it is necessary to create a database of assistive devices available both domestically and abroad, used in the educational process for all categories of children.

Taking into account the rapid changes in science and society, the rapid development of information technologies, distance learning is an effective means of introducing a competency-based approach to education, including for people with disabilities. Through distance learning, students acquire the skills of effectively searching for information, selecting and systematizing it, analyzing and evaluating it.

The introduction of distance learning technologies into the educational process creates new opportunities for students to engage in problem-based and project activities. Thus, through interactive telecommunications between teachers and students, students, the competencies necessary for organizing activities in modern society naturally develop.

The organization of interaction with families raising a child with disabilities is provided at a completely new level and includes:

- creation of software and methodological support and coordination of decisions on providing socio-psychological and socio-pedagogical assistance to families raising children with disabilities;
- development of software and methodological support for identifying and solving problems that arise between family members raising a disabled child;
- creation of conditions for the implementation of the right of parents (or persons replacing them) to be provided with information on services available in the republic in the field of complex diagnostics, complex rehabilitation and education;
- active involvement of the family in the work of an institution supporting disabled children;
- consulting parents on issues of their children's development;
- training parents in the methods and techniques

available to them for providing assistance to children in a family environment;

- organization of feedback between parents and the institution, etc.

Solving these and a number of other problems that arise in the context of a general education school will lead to the elimination of obstacles to the self-knowledge, self-development and self-realization of children with disabilities in the educational, professional and domestic spheres, which, in turn, will contribute to the more successful development of inclusive education.

CONCLUSION

In conclusion, the development of an inclusive education system is one of the priority areas of modern education policy, which is of great importance in ensuring the full integration of children with disabilities into society and the right to quality education. This process requires the organization of education in general education schools, taking into account the individual characteristics of students, as well as the adaptation of the educational environment.

The analysis shows that there are a number of problems related to the effective implementation of inclusive education, including the regulatory and legal framework, methodological support, the qualifications of teaching staff, and material and technical infrastructure. In particular, the insufficient psychological and pedagogical training of teachers, difficulties in implementing an individual approach, and the lack of assistive technologies negatively affect the effectiveness of the process.

Therefore, it is necessary to introduce an integrated approach to the development of inclusive education. In this regard, cooperation between specialists in various fields, provision of the educational process with scientifically based methodologies, and widespread use of modern information and distance learning technologies play an important role. Also, establishing effective cooperation with families raising children with disabilities is an integral part of the educational process.

As a result, through the consistent development of an inclusive education system, equal opportunities are created for all children, their social activity and readiness for independent life increase. This serves to strengthen the principles of social justice and humanity in society.

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