

Legal-Normative, Pedagogical, Organizational and Methodological Issues of The Process of Implementing Inclusive Education

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Abstract: This article analyzes the content and essence of inclusive and integrated education, the legal and normative foundations of involving children with special educational needs in general education institutions, as well as pedagogical, organizational and methodological aspects. Also, the issues of developing inclusive and methodological competence of teachers in the implementation of inclusive education, individualizing the educational process, ensuring social adaptation and integration of children with special needs are covered. The article reveals modern approaches to inclusive education, international experience, and the importance of reforms being carried out in Uzbekistan. According to the results of the study, it is substantiated that the effective organization of inclusive education is an important factor in ensuring the quality of education and social equality.

Keywords: Inclusive education, integrated education, special educational needs, special pedagogy, inclusive-methodical competence, social adaptation, pedagogical approach, equality, quality of education, correctional and developmental activities.

Introduction: The reforms being carried out in the direction of the education system in our country are recognized today not only by our society, but also throughout the world. The issues of ensuring the right to quality education of children and youth with special educational needs are under the constant attention of our state and are reflected in relevant legal and regulatory documents. This is clearly evidenced by the adoption of a number of laws of the Republic of Uzbekistan, decrees and resolutions of the President of the Republic of Uzbekistan, resolutions of the Cabinet of Ministers of the Republic of Uzbekistan, and other regulatory and legal documents, and their implementation is being ensured at a steady pace.

The Law of the Republic of Uzbekistan "On the Rights of Persons with Disabilities", officially published on October 15, 2020, with the aim of regulating relations in the field of ensuring the rights of persons with

disabilities, establishes the following basic principles for ensuring the rights of persons with disabilities: respect for the dignity of persons with disabilities, their independence, and freedom of choice; non-discrimination on the basis of disability; equality of opportunities in the exercise of human rights and freedoms; respect for the developing abilities of children with disabilities and the right to preserve their individuality; accessibility of facilities and services; and involvement of persons with disabilities in the life of society and the state.

Issues related to the treatment, upbringing, and close assistance of children with special needs have always been of concern to the general public. In recent years, attitudes and care for children with special needs have begun to change worldwide.

Article 2 of the Convention on the Rights of the Child is a key provision for children with special needs. It states

that each article of the Convention applies to all children, regardless of race, religion, nationality, ethnic or social origin, and states that “All rights are relevant to every child. States Parties shall take appropriate measures to ensure the protection of the child from all forms of discrimination or punishment.” All international legal instruments also guarantee the educational opportunities of children with special needs.

LITERATURE REVIEW

In scientific research on the organization and development of inclusive education, ensuring the rights of children with special educational needs to receive education, their integration into society, and improving pedagogical support mechanisms are interpreted as important areas. In particular, the Law of the Republic of Uzbekistan “On the Rights of Persons with Disabilities” guarantees the rights of persons with disabilities to education, equal participation in public life, and non-discrimination, and this document defines the legal framework for inclusive education [4, p. 3]. This law identifies the creation of a favorable environment in the education system, the introduction of adapted educational services, and the support of the development opportunities of children with special needs as one of the priority tasks of state policy [4, p. 5].

The Resolution of the President of the Republic of Uzbekistan on the development of inclusive education in the public education system in 2020–2025 covers the main directions, pedagogical conditions and organizational mechanisms for organizing inclusive education for children with special educational needs in general education institutions [2, p. 2]. This document pays special attention to the issues of developing the professional competence of teachers in the implementation of inclusive education, providing educational institutions with special pedagogical tools, and strengthening cooperation with parents [2, p. 4].

The Resolution of the President “On additional measures to improve the education system” emphasizes the need to introduce modern pedagogical technologies at all stages of the education system, improve the quality of education based on an inclusive approach, and strengthen the methodological training of teachers [3, p. 2]. The resolution assessed the use of innovative methodologies and individual approaches as

an important factor in providing quality education to children with special needs [3, p. 3].

The resolution “On additional measures to support persons with disabilities and vulnerable segments of the population” covered the issues of social protection mechanisms, strengthening the material and technical base, and expanding pedagogical services related to the development of inclusive education [1, p. 2]. These documents recognize the cooperation of the state and society as an important factor for the successful adaptation of children with special needs to society [1, p. 4].

The issues of inclusive education have also been widely studied by foreign researchers. In particular, in the study of N. Abidova, the activities of a speech therapist in the context of inclusive preschool education, methods of supporting the communicative development of children, and organizing special pedagogical assistance are scientifically based [5, p. 33385]. The study noted that the effectiveness of inclusive education depends on the cooperation of teachers and parents, as well as the availability of individual development programs [5, p. 33390].

The analysis of scientific sources shows that for the effective organization of inclusive education, it is important to strengthen the legal and regulatory framework, develop the inclusive and methodological competence of teachers, create an adapted learning environment in educational institutions, and form a tolerant attitude in society. At the same time, organizing the educational process taking into account the individual capabilities of children with special needs is one of the main factors ensuring the effectiveness of inclusive education.

METHODOLOGY

A systematic approach was used as a research methodology aimed at studying the legal and regulatory, pedagogical, and organizational and methodological foundations of organizing inclusive education. In the course of the research, the laws of the Republic of Uzbekistan, presidential decrees and resolutions, international regulatory documents and scientific literature on inclusive education were analyzed. Also, pedagogical technologies used in the practice of inclusive education, factors for the development of inclusive-methodological competence

of teachers and mechanisms for the integration of children with special educational needs into general education institutions were studied in a comparative-analytical manner. The research used observation, analysis of scientific sources, generalization and pedagogical interpretation methods.

RESULTS AND DISCUSSION

Currently, inclusive education for persons with disabilities and special educational needs is being rapidly introduced in preschool educational organizations, general education schools, vocational education and higher education institutions. To ensure the sustainability and effectiveness of the inclusive education process, it is important to train teachers who have special professional competencies, who can adapt the teaching process to the capabilities of each learner, and who can ensure their integration and adaptation to society.

What is inclusive education? It is natural to ask. Inclusive education (derived from the English word "inclusion" means inclusion, integration, adaptation) is a state policy and a flexible and individualized system of support for children and young people who need special assistance due to disabilities or other reasons (children with special needs, orphans, children of minority nationalities suffering from various diseases and in need of social protection). It is an important part of the general education system and is carried out in ordinary schools that provide equal education for all.

Along with inclusive education, today there is also integrated education. Integrated (from English integration means unity, application, integrity) education is the education of children with special needs in general education schools, the focus of which is precisely the child's attendance at school.

Inclusive education develops the general education process and introduces education that is suitable for all children. It creates favorable conditions for children to learn by organizing additional facilities for the education of children with disabilities. Inclusive education seeks to develop a methodology aimed at the education of children with different needs. Inclusive education involves the development of a comprehensive type of teaching approach aimed at meeting different needs. Inclusive education schools protect the individual rights of children to receive education.

The education of children with special needs includes such responsible tasks as helping them adapt to social life by teaching them to read and write, effectively implementing these tasks, and providing practical assistance to special education workers and parents of children with disabilities.

The main problems of children with special needs cannot be solved by educating them away from their environment and family. It is difficult to achieve social integration if members of society do not take responsibility for themselves and do not return their restricted rights and opportunities.

Solving the problem of equality in the education of children with special needs is one of the urgent problems of today. However, even today, many children are excluded from education for various reasons. It is necessary to consider organizational, scientific and methodological measures for involving in inclusive education, that is, to develop measures for training and improving the skills of specialists. There are two main factors for involving children in need of special assistance in general education institutions:

Firstly, children with special needs can also interact with healthy children. If inclusive education is organized in a purposeful manner, children with special needs will be socially protected, and healthy children will feel the greatness of the recognition of social justice and equality, and a more kind and attentive attitude towards children with disabilities.

Secondly, children with disabilities also have the right to study and be raised alongside their healthy peers.

The success of these efforts must be reflected in the laws of each state. Because the laws guarantee the implementation of providing them with the necessary material and spiritual resources. When educating children with disabilities, it is required and mandatory for parents, neighborhoods, teachers, and specialists to work together.

Children with special needs can also work, receive education, learn and develop professionally together with their healthy peers at the level of their abilities. If inclusive education is organized in a purposeful manner, children with special needs are socially protected, feel equal rights in social life, and can learn along with their peers.

Education of children with special needs in general

education is organized taking into account their specific characteristics, type and level of disability, and the number of children in the class. First of all, it should be noted that although the students are the same age, they are not the same. All children have different individual psychological and personality characteristics, levels of acceptance, intelligence, and perception. Therefore, the issue of organizing the educational process in inclusive classes where a child with special needs is being educated requires solving more complex problems. The successful conduct of the educational process can be achieved only if the teacher in an inclusive class takes into account the capabilities of children and plans lessons accordingly, knows how children's disabilities affect their learning, uses effective ways to overcome these difficulties, fully establishes school-family cooperation, and looks with confidence to the future of a child with disabilities. Each child develops at his or her own level, which can be confirmed by the scientific views of the outstanding psychologist L. S. Vygotsky, who said that "Development continues even with any mental or physical disability." The interpretation of new ideas for inclusive education requires national, organizational, and methodological reforms. It is important to make structural changes to the general education system for the development of inclusive education. Barriers between "General Education" and "Special Education" must be removed.

The legal basis for the development of education that ensures equal participation of all in general education is the Universal Declaration of Human Rights, the Convention on the Rights of Persons with Disabilities, the Convention on the Rights of the Child and other normative documents of international significance. The legislation of the Republic of Uzbekistan, the normative documents of the Government have established the development of inclusive education as one of the priority tasks of the state policy, and by 2025, 50% (260,000) of primary school teachers and 70% (7,070) of heads of educational organizations are required to systematically develop their competence in the field of inclusive education.

"Inclusive-methodical competence" is a set of methodological knowledge, skills, activities, values and personal qualities aimed at successfully cooperating with participants in the educational process in their professional activities, developing qualitative

knowledge, skills and basic competencies in learners, including children with special educational needs, in accordance with their capabilities.

In the process of inclusive education, a teacher must demonstrate his personal values, concentrate his will to a specific task. The development of the personal-value component of inclusive-methodical competence is expressed in the following abilities: motivational values of the individual; communicative abilities; resourcefulness, self-management, creativity.

The following indicators of the information-cognitive component of the teacher's inclusive-methodical competence are distinguished: knowledge of the features of teaching academic subjects and their use in order to improve the quality of inclusive education; a system of special methodological knowledge necessary for effective correctional and developmental methodological activities. The teacher in the process of inclusive education meets the activity-related component of methodological competence: competence in the field of organization and management of educational activities, media competence, and competence in the field of organization of information-based cognitive activities.

The evaluation-analytical component of the teacher's methodological competence is expressed in the skills of analysis and synthesis; the ability to predict, analyze educational results, design and build the educational process. We can see the inclusive-methodical competence of a primary school teacher conducting professional activities in an inclusive educational environment in a holistic structure of the interrelated personal-value, information-knowledge, activity-related, evaluation-analytical components.

CONCLUSION

In conclusion, the effective implementation of inclusive education in practice is one of the important factors in establishing the principles of equality, social justice and humanity in society. Involving children with special educational needs in the general education system ensures their high-quality education, active participation in society and social adaptation. The effectiveness of inclusive education depends primarily on a solid legal and regulatory framework, modern pedagogical approaches, an adapted educational environment and the activities of qualified pedagogical

personnel.

It is also important to develop the inclusive and methodological competence of teachers, strengthen cooperation with parents and the community, and apply an individual approach to the educational process. Through the development of inclusive education, the rights and opportunities of children with special needs are expanded, their successful integration into society is ensured, and a tolerant and socially responsible environment is formed.

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