

Student Volunteering - Foreign Experience in Increasing the Efficiency of Involving Children with Special Needs in Inclusive Education

Tashkhanov Aybek

Old Deputy Director, Project Executive, National Institute of Educational Pedagogy named after Qori Niazi, Uzbekistan

Umaralieva Mukhayyo Abdugaparovna

Doctor of Philosophy in Pedagogical Sciences, Ph.D., Old Head of Department, Project Executor, National Institute of Educational Pedagogy named after Qori Niazi, Uzbekistan

Karimov Komiljon Abdurakhimovich

Doctor of Educational Sciences (DSc) Associate Professor, Old Head of the Department of "Research on Inclusive Education and Educational Methodology" of the Qori Niazi National Institute of Educational Pedagogy, Uzbekistan

Received: 30 June 2025; **Accepted:** 29 July 2025; **Published:** 31 August 2025

Abstract: The article analyzes the development of the system of inclusive education (integration in education) in different countries of the world. It also talks about how the integration process is successfully implemented in each country, the challenges and solutions faced in the process.

Keywords: Inclusive education, educational reform, experience of foreign countries, children with disabilities.

Introduction: Nowadays, many economically developed countries are working with their vulnerable groups, namely citizens with disabilities, in a new system compared to the past. Now, in every aspect of life, representatives of this group are being actively involved in society, choosing the path of integration. If we look at the policies of protection and support for people with disabilities in countries such as Germany, Canada, Norway, the USA, and Sweden, we can recognize that this experience fully encompasses the protection of human rights.

The term integration has been used frequently in Norway in recent years. In accordance with the principle of integration, a two-way model operates in this direction, supporting each other. In this, various services in an inclusive environment work as part of a common structure. The full use of such services in educational institutions is associated with a change in the entire structure of this policy. Each direction (individual, social, political, global) has its own subtleties that require specific attention. The

formation of a specific structure is a very complex process. Because different categories of students in an inclusive environment require different attention. The change in this affects social services, education, health care, law and all higher and lower systems.

An analysis of work being done in many countries with students with disabilities in inclusive settings has been conducted:

For example: Currently, special schools in Norway have been closed, and the process of transformation into public schools has accelerated significantly. At the same time, professional retraining systems have been established so that teachers from specialized schools can work in new conditions. Now, special schools in Norway are developing as a kind of supplement to the system of public schools and related services. However, this is not enough to meet the need for special schools throughout the country. Recent studies have shown that 84% of children are educated in community schools throughout the country, and they are actively involved in other socio-political processes. The

sustainable operation of such special institutions requires significant funding. In Norway and Sweden, the increase in institutions was beneficial in the early years. Through integrationist political ideas, institutions performed two main functions: firstly, the traditional way of life was preserved, and secondly, the tasks of community school specialists and employees in other state organizations were simplified.

The US government does not reject the services of special institutions. However, these services are used only in extremely difficult situations. Every institution that aims to operate in an inclusive manner, when offering its services, is obliged to include in its work plans the possible needs of its users, as well as services based on an individual approach, at the initial stage. The development of this work plan is carried out based on the following criteria: realism, level of achievement, assessment and activity.

Students' access to an inclusive environment in educational institutions can occur at several levels:

- regular classroom education, active participation in all social processes, fully adapted to social life;

regular classroom education, within social groups and support groups, under the supervision of an experienced specialist from a school or institution where the child is working;

- based on the distribution of the day according to the schedule, a certain amount of time is spent in general institutions, and the rest of the day is spent in specialized institutions;

- with the help of institutions under the supervision of experts and a special advisory group;

care of various specialists under the state rehabilitation program.

In America, the main principle of the government regarding inclusive education is that the services offered should be as convenient and easy for people with disabilities to use as they are for ordinary people. If necessary, the institution is provided with assistants who know sign language, provide individual services, and psychologists who provide counseling in the social sphere.

A separate department operates at New York University on these issues, and social service specialists who conduct various activities are developing cooperation between the population and organizations. The degree to which integration occurs, of course, depends on the specialists who implement it. Currently, Wayne State University is successfully working on solving the problems of inclusive education. Along with medical knowledge, the staff is trained in communication skills and decision-making in various

life situations. The trainings conducted by specialists focus on the following:

- How to simplify the learning process and teach it to parents as well;

- overcoming problems during the transition period and strengthening family unity;

- Uniting individuals, communities, and organizations that provide voluntary assistance to people with disabilities and directing them in the right direction;

With disabilities. However, this system is sharply different from the European one. Canadian citizens are well aware that children cannot study in a program suitable for everyone, regardless of whether they are physically, mentally or mentally healthy. The fact that each child has his own strong individuality is deeply embedded in the consciousness of society. The government has found it advisable to create conditions taking into account the abilities and desires of each child. Both educational processes and social services are designed taking into account the needs of the individual, not the general needs of society. This is called professional flexibility. No child is left out of the government's attention. There are almost no special schools. There are only exceptionally organized classes. All attention is focused on the child's ability to receive a quality education, have meaningful leisure, and develop the skills necessary for him to find his place in the future.

In Germany, the idea of socialization in relation to inclusive education is gaining momentum. The government and the educational community support the education of children with disabilities in mainstream schools alongside normally developing children, as well as at home. The socialization of students and their parents so that they do not become isolated in society based on humanistic ideas is one of the government's priority goals. For this, any new ideas and concepts are supported.

Priority in German policy. That is why various benefits and additional support funds are allocated for parents. Representatives of various sectors are being involved in solving the problems of children with disabilities. At the same time, cooperation between schools and social service institutions is reaching a new level. Whether it is education, entertainment, travel, medicine, social action... whatever the direction, cooperation is established and the child is not allowed to be isolated in society. All developed standards are being implemented in practice as additional components of a single system. One of the most important issues in the system still remains the provision of first aid. For this, the need for serious reforms in personnel training has proven itself.

“In England, all children aged three to four are entitled to 570 hours of free early childhood education or childcare per year. This is generally taken as 15 hours per week for 38 weeks of the year”.

“On Primary Education and Child Care”, parents can receive 570 hours of annual education in the following forms:

- 5 hours 3 days a week;
- 3 hours, 5 days a week.

is flexible for parents. That is, parents are allowed to start this form of education at a certain time of the year after their child turns three.

In some exceptional cases, two-year-old children may also be admitted to the above educational program. Two-year-old children may also be admitted to educational programs in the following cases:

- If the child has special educational needs (SEN) or is included in the state plans for “Education, Health and Care”;
- Children receiving benefits through the Disability Living Allowance program.

eligible for Income Support or tax credits, they can still benefit from the above benefit.

If children are registered as disabled by the state, they will have access to the following services free of charge:

- From kindergartens;
- In preschool groups and play groups;
- Childcare nurse services;
- From the services of child protection centers.

Nowadays, in many societies, children with disabilities have significantly limited access to education, employment, and participation in socio-cultural and political life. That is why the family plays a key role in the socialization of children with disabilities. Because the ability of children to live in society is formed in the family. The family has a special position compared to other social groups. All other social groups can be called “artificial”. The existence of families is a natural process and is closely related to personal life.

That is why it is very important that families with disabled children do not feel isolated in society. They need educational and psychological support from specialists. Families that refuse help cannot easily overcome the problems they face. They send their children to rehabilitation courses to correct their mistakes. However, many experts have noted that this can cause serious damage to the child's psyche.

of supporting families with disabled children. American professionals are trained to meet the needs of families, as well as to act as a bridge between social support and

families.

Lillian Katz, a family psychologist from Modern America, emphasizes that seven features of a child's perception are precisely related to the family. In particular, in her opinion, “parents have the opportunity to listen and observe their children's speech more than teachers. The point is that they should be able to objectively evaluate the process”.

That's why it's so important for parents and professionals to have the right goals.

According to Korean law, each province must have at least one school to provide special education for children. In most cases, children with disabilities are included in the general education program.

guides have also been created for parents, through which parents can learn how to properly care for their children with the help of video lessons from specialists.

In addition, the government is implementing a number of reforms to ensure that children with disabilities are accepted and socialized as full members of society in the future. The Seoul metropolitan area is currently expanding the range of services necessary to improve the quality of life in a family environment in order to ensure that children with disabilities can develop as independent individuals so that they can find their place in society. These include:

- Since 2003, all types of services for the care of children with disabilities have been completely free of charge.
- 10 million Korean won will be allocated from the budget for the use of integrated childcare facilities for children with disabilities (national, state, skilled day care services, Seoul day care centers).
- 1 million won per month will be allocated to provide 80% incentives for individual teachers and medical therapists, and 21,000 won per month will be allocated to provide children with educational materials.

The “Professional Assistance for Children with Disabilities” program provides therapy services for children, additional teacher recruitment services, psychological support services to improve the family environment, and services to provide specialists to resolve problems related to disabilities in cases of personnel problems.

The government is also establishing national community centers across the country to help parents with disabled children improve their socio-economic status and continue their work without worrying about childcare.

appearance of a relevant government document in Sweden in 1969 marked the beginning of the

integration course.

In Sweden, the work of teachers is strictly regulated by instructions from above. The creation of a new standard has increased the work of teachers, but at the same time high demands have been placed on their work results. The economic factor has had a great influence on the further development of the integration process.

After the adoption of Law No. 517 by the Italian Parliament, special educational institutions were gradually abolished and children with special educational needs began to be educated in general education schools. The Italian integration system has made a great contribution to society. Italy has become a laboratory for the whole world. A group of integration specialists from the American University of Syracuse (New York) will undergo a serious internship in Italy.

A law has been passed in Italy that sets out certain standards. This law states:

- the maximum number of children in one class is 20;
- the maximum number of children with special needs in a class is 2;

included in a special lesson on supporting children with special needs;

- special classes began to be canceled;
- special education teachers form teams with regular school teachers;
- both categories of teachers communicate with all students in the class.

In the People's Republic of China, “sui ban judo” (“being in a group”) - a European style of joint learning, formed on the basis of many years of experience. In the Chinese Empire, this path began later than in Western countries. In the 80s of the 20th century, the practice of joint education of normally developed children and children with disabilities began to spread in China. The essence of this process was to integrate children with special needs into regular schools and with ordinary students.

According to a number of Chinese authors, the phrase “sui ban jiudu” used in the Chinese state is a translation of the English concept of “learning in a regular classroom”. At the same time, this term is equivalent to the international term “integration”.

Under the influence of foreign experience, integrated educational practices have been introduced in China, taking into account their conditions and characteristics. After the adoption of the Regulation “On the Introduction of Integrated Methods of Education in the Development of Children with Disabilities” in 1994, integration began to spread widely in the Chinese state.

The introduction of inclusive education marked a new stage in China's education reform. Until then, children with disabilities were only educated in special education schools.

Inclusion has changed public perception of people with disabilities and has shown that children with special needs can attend mainstream schools. Integrated training for Chinese specialists has also contributed to the popularization of education. Indeed, the increase in the number of children with disabilities has led to the fact that for various reasons they cannot study in specialized schools. One of the main reasons for this is the lack of such schools. Therefore, integrated education should help to eliminate educational shortcomings by integrating children into the inclusive education process. In 2000, the share of children with disabilities studying in integrated education programs was 63% of the total number of these children. According to Chinese experts, the increasing percentage of participation of children with disabilities in the educational process is the result of the use of integrated teaching methods and increased tolerance in society.

REFERENCES

- Sullivan, A., & Liu, P. (2004). *Global perspectives on inclusive education: Comparative studies from China, USA, and Italy*. New York: Global Education Press.
- Kauffman, JM, & Hallahan, DP (2002). *Handbook of special education: Understanding and supporting children with disabilities in inclusive settings*.
- Abdug'afforova, G. (2010). *Integration of children with disabilities in education: The experience of Uzbekistan*. Tashkent: Publishing House of the Uzbekistan State Pedagogical University.
- Zaripova, N., & Tashpulatova, Z. (2015). *Inclusive Education: International Experiences and Uzbekistan*. Tashkent: Publishing House of the National University of Uzbekistan.
- Mammadov, M. (2008). *Developmental stages of inclusive education*. *Journal of Educational Development*, 10(2), 32-37. Boston: Pearson Education.