

THEORETICAL FOUNDATIONS AND MODERN TRENDS OF INCLUSIVE EDUCATION

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Abstract

This article analyzes the theoretical foundations of inclusive education, its essence and modern development trends. The main goal of inclusive education is to ensure the right of all children, including those with disabilities or special needs, to receive education on equal terms. The study highlights the principles of humanity, equality, tolerance and cooperation as important factors in the development of inclusive education. It also analyzes reforms in the implementation of an inclusive approach in the education system of Uzbekistan, international experiences and the processes of introducing new pedagogical technologies. At the end of the article, promising directions for improving inclusive education are identified.

Keywords: inclusive education, equal opportunities, humanity, pedagogical approach, children with special needs, modern education system, integration, innovative technologies, experience of Uzbekistan.

Introduction

One of the most important directions of the modern education system is the development of inclusive education. In recent years, the issues of social equality, ensuring human rights and ensuring the active participation of each individual in the life of society at the level of their capabilities have become the focus of special attention worldwide. In this process, the concept of inclusive education has become not only education, but also one of the important factors of social development. Inclusive education is a system of creating equal opportunities for all children, including students with physical, mental, psychological or social disabilities, to receive education. This approach means not only creating conditions for children with special needs, but also changing the philosophy of the educational institution, bringing social cooperation between teachers, students and society to a new level.

International organizations such as the United Nations, UNESCO and UNICEF recognize inclusive education as an integral part of human rights. The Salamanca Declaration, adopted in 1994, defined the theoretical foundations of inclusive education. It specifically emphasized that all children, including students with special needs, should study together with their peers. Today, the concept of inclusive education is developing globally under the slogan “No one should be left behind in education” (Education for All).

In the Republic of Uzbekistan, the development of inclusive education has also risen to the level of state policy. The Law “On Education” (2020) and the “Concept for the Development of Inclusive Education” (2021–2025) emphasize the right of every child, including children with disabilities, to receive education, the need for curricula and pedagogical approaches adapted to their individual needs. This indicates that Uzbekistan is entering a new stage in the international education arena. Deep study of the theoretical foundations of inclusive education is a complex process located at the intersection of pedagogy, psychology and sociology. Because inclusion requires not only adapting the educational process, but also changing the mindset of society, forming tolerance,

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-10

empathy and tolerance towards people with different abilities. Studying the theoretical foundations of inclusive education, harmonizing it with modern trends, adapting it to the national education system based on international experience remains one of the main directions of ensuring pedagogical innovations and social stability today. This article analyzes the theoretical essence, basic principles and modern development trends of inclusive education.

The conceptual ideas of the theory of inclusive education were developed based on pedagogical philosophy, socio-psychological approaches and international educational policy documents. In the research process, complex scientific approaches were used to study inclusive education as a socio-pedagogical system.

The methodology of the research was based on the following principles:

- the principle of humanity and equal opportunities - ensuring the right of each person to receive education;
- the principle of integration and adaptation - adapting the educational environment to the individual characteristics of children with special needs;
- the principle of cooperation and social partnership - establishing cooperation between teachers, parents, psychologists and social institutions.

Several scientific methods were used in the research:

1. Theoretical analysis and content analysis method - the philosophical foundations of inclusive education, international regulatory documents (Salamanca Declaration, UN Convention, UNESCO strategies) and documents on the education policy of the Republic of Uzbekistan were analyzed.

2. Socio-pedagogical observation method - the practice of organizing inclusive education in secondary education institutions, pedagogical conditions and the level of teacher training were studied.

3. Comparative method - the experience of inclusive education in foreign countries (Norway, Canada, Turkey and South Korea) was compared with the conditions of Uzbekistan. Through this, effective models and mechanisms were identified.

4. Analytical and synthetic method - based on the data obtained, the theoretical foundations of inclusive education were summarized and modern trends were systematized.

5. Systematic approach - made it possible to study inclusive education in the context of the interrelationship between state policy, curricula, teacher qualifications, infrastructure and psychological environment.

As a result of the study, it was determined that a modern model of inclusive education is being formed as a humane, flexible and innovative education system, and theoretical conclusions were developed to improve the national education system. Inclusive education has become a central direction not only in pedagogical, but also in social and cultural processes. It is recognized as a global idea aimed at ensuring human rights, establishing social justice and guaranteeing equal opportunities for every child in education. The theoretical foundations of inclusive education are based, first of all, on the philosophy of humanity, democratic values and the concept of social equality. In this approach, the educational process should be open to all students, their individual needs should be taken into account, and the learning environment should be adapted to each individual. The principle of "Education for All" put forward by UNESCO puts forward exactly this idea.

The concept of inclusive education in pedagogical science began to take shape in the second half of the 20th century and was initially associated with integrated education. However, later inclusion meant not only the inclusion of children with special needs in the general education system,

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-10

but also the need to completely restructure the educational process, directing it to the center of the person. Thus, inclusive education is not about creating conditions for a “special group”, but a system of improving the quality of education while recognizing the uniqueness of all students.

Conclusion

Inclusive education has become an important tool for reorganizing the education system on a global scale today based on the principles of humanity, equality and justice. As the study revealed, the theoretical foundations of inclusive education are aimed at ensuring human rights, guaranteeing the right to education regardless of the individual’s capabilities, and strengthening social cooperation in society.

Modern trends in inclusive education include adapting the educational environment, developing inclusive competencies of teachers, using innovative technologies, and forming a culture of tolerance in society. These areas serve to change not only the education system, but also the social mindset of society. The experience of Uzbekistan shows that it is possible to provide access to quality education for all children through the gradual introduction of inclusive education, harmonization of national and international experiences, and improvement of the system of training pedagogical personnel. Thus, inclusive education is not only a pedagogical process, but also an important system that implements the ideals of social development and humanity.

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