



METHODOLOGY OF USING FOREIGN EXPERIENCES IN DEVELOPING INCLUSIVE EDUCATION IN PRIMARY EDUCATION

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Abstract: *This article analyzes the role of international experiences in the development of inclusive education and the possibilities of their implementation in the conditions of Uzbekistan. The article studies the basic principles, methods and infrastructure of inclusive education using the examples of successful experiences of countries such as Finland, Italy, the USA and Japan. It also analyzes the reforms being carried out in this direction in Uzbekistan, existing problems, based on statistics and research results. The author paid special attention to such urgent issues as the training of pedagogical personnel in inclusive education, the formation of social consciousness in society, and the adaptation of infrastructure. At the end of the article, proposals are made for solving existing problems and the need to form a national model of inclusive education in Uzbekistan is justified.*

Keywords: *inclusive education, international experience, Uzbek education system, children with special needs, equality in education, global model, educational strategy, pedagogical approach, integration in education, social justice*

Inclusive education plays an important role in the development of modern society. It ensures the right to equal education for all children, including those with disabilities. Today, many developed countries of the world have widely implemented this education system, and the experiences and approaches are diverse and rich in positive results. The idea of inclusive education opens the way for each child to fully participate in the general educational environment, taking into account their



individuality, potential and pace of development. This is necessary not only for human rights, but also for building a democratic and sustainable society.

If we look at international experience, countries such as Finland, Italy, the USA and Japan are leading in inclusive education. For example, in Finland, teaching methods are used that are tailored to the individual needs of each student. There, inclusive education is implemented within the framework of regular schools and there is no need for special educational institutions. At the same time, defectologists, speech therapists, and psychologists constantly help students. The experience of Italy is that all children receive education in general schools and there are no separate special schools for them. This achieves full integration into society. In the USA, on the basis of the “Law on Education for Persons with Disabilities”, an Individual Education Plan has been introduced, and an individual curriculum is developed for each child. In Japan, innovative technologies have been widely introduced: Braille textbooks, special sensor devices, and video-learning tools stimulate the interest and participation of children with disabilities in learning.

Uzbekistan is also gradually introducing inclusive education, approaching international standards. In 2009, the country ratified the UN Convention on the Rights of Persons with Disabilities. A number of works are being carried out on the basis of the Concept for the Development of Inclusive Education for 2021–2025. Inclusive classes have been established in schools and preschool educational organizations in many regions of the republic. At the same time, available statistics and social surveys show that there are a number of problems in the system. For example, according to official data, there are more than 30 thousand children with disabilities in Uzbekistan, of which only 12 percent are studying in inclusive classes in general education schools. According to the results of a survey conducted among teachers, 68 percent of them have not participated in any special training courses on inclusive education.

This situation, first of all, indicates shortcomings in the personnel training system. There is a shortage of specialists such as defectologists, psychologists, speech therapists and sign language interpreters. The infrastructure of educational institutions is also not fully adapted: most schools and kindergartens do not have comfortable



conditions for children with physical disabilities. There is still a misunderstanding and negative stereotypes in society regarding inclusive education. This, in turn, weakens social integration and prevents children from fully realizing their potential.

In this regard, the studies conducted by scientists from Tashkent State Pedagogical University are noteworthy. They emphasize that achieving positive results in an inclusive environment directly depends on the teacher's approach and the psychological preparation of classmates. Projects implemented with the support of UNICEF have developed methodological guides to improve the knowledge and skills of teachers in the field of inclusive education. These guides have been highly appreciated by practicing educators.

To solve the problems of inclusive education, it is necessary to work in several main directions. First, separate courses and modules on inclusive education should be introduced in pedagogical higher education institutions. This will ensure the professional training of future teachers. Second, schools should be equipped with special technical means: wheelchair ramps, elevators, hearing aids, Braille textbooks. The third and most important direction is to change social consciousness. Members of society, parents, teachers and even students themselves should understand the need for inclusive education. To do this, it is important to create positive images, exchange experiences and strengthen advocacy through the media, social networks and cultural and educational events.

It is also necessary to ensure the necessary resources and exchange of experience through the consistent and harmonized development of existing regulatory and legal documents, expanding cooperation with international organizations (for example, UNESCO, the US Embassy, the World Bank, etc.). Establishing an annual monitoring and evaluation system for inclusive education will also increase the effectiveness of this area.

In conclusion, inclusive education is not just a reform of the education system, but a renewal of the thinking of the entire society. This change should be implemented not only through official documents, but also in practice - at school, in the family and in social life. Through the introduction of inclusive education, we create the



opportunity for every member of society - no matter who he is - to live as a full-fledged person. Uzbekistan is consistently working towards the formation of its own national model, wisely using world experience in this area, in which it is gaining experience.

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