

GENERAL INFORMATION ABOUT INCLUSIVE EDUCATION PROCESSES IN EUROPEAN AND CENTRAL ASIAN COUNTRIES

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<https://doi.org/10.5281/zenodo.15287236>

Abstract. *This study presents data on the use of Inclusive Education in European and Central Asian countries and the organization of Inclusive Education based on modern psychological methods. Based on this data, it will be possible to obtain information on the development of a modern model of Inclusive Education through the use of pedagogical and psychological approaches in Inclusive Education. Through the gradual organization of Inclusive Education, it will be possible to improve the mental state and mental-psychological thinking of children with disabilities.*

Keywords: *Inclusive education, integration, psychological approaches, pedagogical methods, individual characteristics, psychological theories.*

ОБЩАЯ ИНФОРМАЦИЯ О ПРОЦЕССАХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ В СТРАНАХ ЕВРОПЫ И ЦЕНТРАЛЬНОЙ АЗИИ

Аннотация. *В данном исследовании представлена информация об использовании инклюзивного образования в странах Европы и Центральной Азии и организации инклюзивного образования на основе современных психологических методов. На основе данной информации можно будет получить сведения о развитии современной модели инклюзивного образования посредством использования педагогических и психологических подходов в инклюзивном образовании. Благодаря постепенному внедрению инклюзивного образования станет возможным улучшение психического состояния и психопсихологического благополучия детей с ограниченными возможностями.*

Ключевые слова: *Инклюзивное образование, интеграция, психологические подходы, педагогические методы, индивидуальные особенности, психологические теории.*

YEVROPA VA O'RTA OSIYO MAMLAKATLARIDA INKLYUZIV TA'LIM JARAYONLARI HAQIDA UMUMIY MA'LUMOTLAR

Annotatsiya. *Ushbu tadqiqotda Inklyuziv ta'limning Yevropa va O'rta Osiyo mamlakatlarida qo'llanilishi va inklyuziv ta'limning zamonaviy psixologik metodlarga asoslangan holda tashkil etish bo'yicha ma'lumotlar keltirib o'tiladi. Bu ma'lumotlarga asoslangan holda inklyuziv ta'limda pedagogik va psixologik yondashuvlardan foydalanish orqali inklyuziv ta'limning zamonaviy modelini ishlab chiqish bo'yicha ma'lumotlarga ega bo'lish mumkin bo'ladi.*

Inklyuziv ta'limning bosqichma-bosqich tashkil qilinishi orqali nogironligi mavjud bo'lgan bolalarning ruhiy holati va aqliy-psixologik tafakkurini oshirish mumkin bo'ladi.

Kalit so'zlar: *Inklyuziv ta'lim, integratsiya, psixologik yondashuvlar, pedagogik metodlar, individual xususiyatlari, psixologik nazariyalar.*

Introduction

Inclusion and integration are important concepts for the successful learning of students in educational systems, but their meaning and implementation methods differ from each other.

Inclusion is a system that aims to provide satisfactory and effective ways for all students, including students with distance and physical barriers, to learn and participate in the same learning environment. The concept of inclusion emphasizes that each student has appropriate opportunities to develop his or her potential and provides education that meets different needs. Integration is a system that emphasizes that students spend time in the same learning environment without changing their interactions, so that they can learn in accordance with their different needs. The concept of integration aims to provide students with the resources they need to succeed and to create favorable conditions for their participation. The concepts of inclusion and integration are important for the successful education of students, but their implementation methods and goals may differ. Inclusion aims to provide effective methods for all students to receive and participate in education in accordance with their different needs, while integration aims to ensure that students receive education in accordance with their different needs in the same educational environment without changing their interactions. Both concepts are important for the successful education of students and aim to create an inclusive and sustainable environment in educational systems. Today, the terminological base for studying integration and inclusive processes in the social and educational environment has been developed quite deeply both abroad and in our country. In the USA, the concept of "Inclusive Educational Integration" has two meanings: in some programs, using this concept, the focus is on the academic education of people with disabilities, in others (for children with severe forms of psychophysical disorders) inclusive education can be applied based on psychological research on social adaptation. Most scholars agree that integration can occur in various forms in a regular classroom with additional specialized support. One of the aspects of working in an integrated educational environment is the formation of mutual relations between specialists in providing the necessary special pedagogical assistance. An important responsibility of the teacher is to pay attention not only to developmental defects, but, first of all, to the abilities of children and the opportunities for developing these abilities.

In the process of integration, cooperative relations are established between teachers and parents, which contributes to the success of education and better socialization of children with special needs compared to separate educational settings. It should be noted that integration and inclusion are defined as gradual, interdependent, complex processes, in the process of their implementation of which various tasks are solved. Thus, in Germany, the involvement of individuals with special needs in integrated and inclusive education includes six levels, three of which provide for a change in external conditions. Inclusive education, based on psychological and pedagogical approaches, involves organizing work with people with disabilities in such a way that a person with special needs in psychophysical development is involved in the microenvironment. This is ensured, for example, by adapting school buildings to the needs of children, creating the necessary conditions for communication between children, using variable forms of education and recreation. Conceptual and terminological in inclusive education - implies the exclusion of defectological terminology from everyday use and the use of more humane, for example, "children with learning difficulties". Legal in inclusive education - is associated with providing the school with certain rights and guarantees that ensure integrated education; Socio-communicative level in inclusive education - is associated with the transition from integration to inclusion, when children with developmental disabilities "join" the environment of ordinary children, communicate and interact with them. The modern psychological level of education in inclusive education (from the English "Curriculum" - curriculum) is associated with the formation of programs that take into account the needs of all students. Integration and inclusion at this level involve assessing the capabilities and activities of each student and applying appropriate special pedagogical and psychotherapeutic measures. The educational-psychological level in inclusive education is to involve students in assessing their own knowledge and using satisfaction or dissatisfaction with learning as an indicator of the success of this process. An applied psychological approach allows us to define integration as a process that occurs in space and time and includes psychological, social and pedagogical problems. In addition, to understand the relationship between the two concepts under study, it is worth noting that in some countries of the world (Austria, Belgium, Holland, Italy, the Netherlands, Germany, France, etc.) integrated education is more acceptable, which allows maintaining and developing a system of special educational institutions, as well as creating a wide network of educational institutions accessible to persons with disabilities; In others, with a liberal model of social policy (USA, Canada, Australia, Great Britain), an inclusive approach to the education of people with disabilities prevails, according to which special education is segregated and unacceptable in a legal society, children and young people with disabilities are maximally involved in mainstream schools.

In these countries, inclusive education is mainly aimed at integrating children with special needs into the ranks of healthy peers, and the state provides active financial and material support for the most vulnerable segments of the population. This allowed parents of children with special needs to freely choose a school that best addresses their educational needs, in particular a private school. The voucher should cover a significant part of the costs of studying in a private school and provide the opportunity to change places of study. The introduction of the voucher system stimulated the development of inclusive education in private schools, which previously did not have access to most children with developmental disabilities due to the use of special admission standards and tests. In countries with a conservative model of social policy (Austria, France, Germany, the Netherlands, Belgium, Italy), the state provides less support for education and young people with special needs; it is closely related to the provision of financial assistance from potential employers for the education and professional development of people with disabilities. In these countries, inclusive education is often seen as an opportunity to provide education to specific individuals, without the widespread introduction of inclusion for all people with developmental disabilities. In addition, inclusive education has been experimentally tested and implemented in Belgium, for example: basic lessons in general education subjects in general education schools and additional remedial lessons in a special school; general education in a special institution, alternating with one year of regular education in a state school. A flexible combination of special and general education is ensured by allocating funds to the child, not to a specific educational institution, for the creation and implementation of an individual educational program for the education of children and young people with disabilities. Psychological, medical and social centers of various subordination act as coordinating centers to support integrated education. Similarly, education for people with disabilities has been established in the Netherlands, where, according to the “Steps in Psychological Research” program, all state and special schools for children with mild mental retardation and learning difficulties cooperate in providing quality education using general vocational education. Effective scientific, scientific-technical, and scientific-pedagogical research is being conducted worldwide on methods of psychological correction, the formation of humane relationships in families, communities, and groups, and the enhancement of the capabilities of technological aids, taking into account the mental state of children in need of special attention. The pedagogical and psychological aspects of inclusive education in the general education system, the problems of meeting the educational needs of children with disabilities, creating conditions for their legal equality, and strengthening their position as members of society form the basis of this research, which takes into account the individual characteristics and adaptive capabilities of children with

disabilities, technologically ensuring and supporting their social adaptation, and improving the pedagogical system for organizing the educational process. The conducted analysis shows that the gradual transition of foreign countries to the implementation of inclusive education is associated with a change in the ideology of society towards children with disabilities, increased attention to their educational issues, and the level of development.

Conclusion

Xulosa qilib aytishimiz mumkinki, inklyuziv ta'limda Yevropa va O'rta Osiyo mamlakatlarining ta'lim dasturini qo'llash ta'limning zamonaviy yo'nalishidan foydalanishning yangi imkoniyatlarini yaratib beradi. Bu tadqiqotlar esa nogironligi mavjud bo'lgan bolalarni ta'limga qiziqishlarini oshirishda va psixologik, aqliy, ruhiyatidagi muammolarni bartaraf etishga yordam beradi degan fikrdamiz.

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