INCLUSIVE EDUCATION FOR CHILDREN AND ADOLESCENTS WITH DISABILITIES

Mambetniyazova Feruza Ajiniyazovna

Student of Karakalpak State University

Shamuratova Malika Serimbetovna

Student of Karakalpak State University

Abstract. *This thesis examines the theoretical and practiceal aspects of inclusive education policy being implemented on a global scale. Inclusive education is aimed at ensuring equal educational opportunities for all students in the general education system, including students with disabilities or special educational needs. The study examines the theoretical foundations of inclusive education, the psychological and educational principles that contribute to its implementation.*

Keywords: *Inclusive education, equal opportunities in education, Individual educational plans, Partnership with teachers, Social inclusion, Educational theories, World educational practice.*

IMKONIYATI CHEKLANGAN BOLALAR VA O'SMIRLAR UCHUN INKLYUZIV TA'LIM

Annotatsiya. *Mazkur tadqiqotda jahon miqyosida amalga oshirilayotgan inklyuziv ta'lim siyosatining nazariy va amaliy jihatlari tadqiq etilgan. Inklyuziv ta'lim umumta'lim tizimida barcha o'quvchilar, shu jumladan imkoniyati cheklangan yoki alohida ta'lim ehtiyojlari bo'lgan o'quvchilar uchun teng ta'lim imkoniyatlarini ta'minlashga qaratilgan. Tadqiqotda inklyuziv ta'limning nazariy asoslari, uni amalga oshirishga ko'maklashuvchi psixologik va ta'lim tamoyillari o'rganilgan.*

Kalit so'zlar: *Inklyuziv ta'lim, ta'limda teng imkoniyatlar, Individual ta'lim rejalari, o'qituvchilar bilan hamkorlik, Ijtimoiy inklyuziya, ta'lim nazariyalari, Jahon ta'lim amaliyoti.*

ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ ДЛЯ ДЕТЕЙ И ПОДРОСТКОВ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ

Аннотация. *В данном тезисе рассматриваются теоретические и практические аспекты политики инклюзивного образования, реализуемой во всем мире. Инклюзивное образование сосредоточено на обеспечении равных возможностей обучения для всех учащихся, включая учащихся с ограниченными возможностями или с особыми образовательными потребностями, в рамках общеобразовательных систем.*

В исследовании рассматриваются теоретические основы инклюзивного образования, исследуются психологические и образовательные принципы, обеспечивающие его реализацию.

Ключевые слова: *Инклюзивное образование, Равные возможности в образовании, Индивидуальные образовательные планы, Партнерство с учителями, Социальная интеграция, Теории образования, Мировая образовательная практика.*

Introduction

In recent years, the global education system has undergone significant changes, with increased attention to creating inclusive learning environments. Inclusive education is an approach that aims to ensure equal educational opportunities for all learners, regardless of their physical, intellectual, social or emotional needs. The fundamental principle of inclusive education is that every learner, regardless of their ability or disability, has the right to receive education in an environment that promotes acceptance, respect and equality. Inclusive education policies have been the focus of attention of international organizations, governments and educational institutions. These policies aim to remove barriers to education for students with disabilities, learning difficulties and other special needs. The move towards inclusion is not only about integrating students with disabilities into regular classes, but also about adapting educational practices and environments to meet the diverse needs of all learners. The benefits of inclusive education include not only academic achievement, but also social integration, emotional development, and the promotion of diversity in the learning environment. This study aims to examine the theoretical foundations and practical implementation of inclusive education policies around the world. It reviews the historical development of inclusive education, examines global experiences, and analyzes the challenges and successes of different countries in adopting inclusive education models. Thus, this study aims to contribute to a deeper understanding of how inclusive education can be effectively integrated into different education systems and contribute to the well-being and success of all learners. This study highlights the importance of inclusive education in advancing educational equity and provides information on efforts to improve its implementation around the world. The results contribute to a broader dialogue on the need to create inclusive learning environments that meet the needs of all learners and promote a more just and equitable society. The implementation of inclusive education policies has been influenced by various global frameworks, such as the United Nations Convention on the

Rights of Persons with Disabilities and the Education for All initiative, which emphasize the need for equitable education systems that meet the diverse needs of learners. These international agreements have helped shape national policies and practices, encouraging governments to invest in inclusive education as a means of achieving social justice and equity. As a result, many countries have adapted their education systems to ensure that all learners, regardless of their abilities, have access to quality education. However, implementing inclusive education policies is not without its own challenges. Despite the growing global recognition of the importance of inclusion, many countries still face significant barriers, such as insufficient resources, inadequately trained teachers, and social attitudes that often hinder the full integration of learners with special needs. The success of inclusive education policies depends largely on the commitment of governments, the cooperation of teachers, parents, and the community, as well as the availability of appropriate resources and support systems. It also requires rethinking traditional pedagogical approaches to meet the diverse needs of learners. The aim of this study is to examine the theoretical foundations and practical application of inclusive education policies in different parts of the world. By examining successful case studies, this study aims to identify key factors that contribute to effective inclusive education practices. It also proposes strategies to address the barriers that still hinder the full implementation of inclusive education, especially in developing countries, and to address these challenges. This study provides valuable information on how inclusive education can be promoted and scaled up globally, taking into account local circumstances and available resources in each country. The study also provides recommendations for policymakers, educators, and stakeholders to better integrate inclusive practices into their education systems, ultimately improving access to quality education for all students. While inclusive education is a progressive movement, it is still an ongoing process in many parts of the world. While some countries have made significant progress in implementing inclusive practices, others continue to struggle with systemic barriers that prevent them from fully embracing students with disabilities and other special educational needs. In some regions, the lack of a comprehensive policy framework or adequate support systems has led to the exclusion of these students, who are often excluded from mainstream education. Therefore, a deep understanding of the challenges and opportunities associated with inclusive education is crucial to encourage greater change. This study examines different contexts and analyses the diverse strategies that countries are adopting at different stages of implementing inclusive education. For example, in the Scandinavian countries, inclusive education is largely an

integral part of national education policies. Here, teacher training, resource allocation and student support systems are well-established. On the other hand, in many developing countries, the full realization of inclusive education goals is often difficult due to a lack of infrastructure, skilled personnel and public awareness. In addition, this study explores the role of technology and digital learning tools in supporting inclusive education. As the use of digital platforms in education expands, opportunities arise to provide innovative solutions for students with disabilities. Technology can offer personalized learning experiences, accessible learning materials and even virtual classrooms that meet the specific requirements of students with special educational needs. One of the important aspects of this study is to demonstrate the importance of a multi-faceted approach to achieving inclusive education. Partnerships between governments, local communities, educators, and families are crucial in creating inclusive environments that support the needs of all learners. The study examines the impact of parental involvement and community initiatives on the successful integration of students with disabilities into mainstream education. As the importance of inclusive education is increasingly recognized, the role of teachers in implementing this policy is also receiving increasing attention. Teachers are the driving force behind inclusive education, and their ability to adapt teaching methods, classroom management, and assessment methods to the diverse needs of students is crucial. Therefore, teacher training and professional development are crucial for the effective implementation of inclusive practices. This study explores ways to improve teacher training programs to equip teachers with the skills and knowledge needed to effectively teach students with diverse abilities. Particular attention is paid to inclusive teaching methods such as differentiated instruction, collaborative learning, and the use of assistive technologies.

Conclusion

In summary, the global movement towards inclusive education is taking shape under the influence of various international structures, agreements and policies. Developed countries have successfully implemented inclusive education in their systems with the help of strong policies and regulatory frameworks. However, many developing countries still face serious obstacles, such as resource constraints and societal attitudes, that hinder the full implementation of inclusive education.

REFERENCES

1. Turemuratova, Aziza, Rita Kurbanova, and Barno Saidboyeva. "EDUCATIONAL TRADITIONS IN SHAPING THE WORLDVIEW OF YOUNG PEOPLE IN FOLK PEDAGOGY." Modern Science and Research 2.10 (2023): 318-322.

2. Kurbanova, R. J., and B. E. Saidboeva. "MAKTAB VA OILADA ESTETIK TARBIYANI SHAKLLANTIRISH JARAYONIDA O'QUVCHILARNING AKSIOLOGIK DUNYOQARASHINI RIVOJLANTIRISH." Inter education & global study 9 (2024): 114-121.

3. Jarasovna, Kurbanova Rita. "The Role of National Values in Shaping the Aesthetic Worldview of Schoolchildren." International Journal of Pedagogics 5.03 (2025): 55-58.

4. Jarilkapovich, Matjanov Aman. "USE OF PEDAGOGICAL METHODS BASED ON THE MODERN EDUCATIONAL PROGRAM TO INCREASE THE EFFECTIVENESS OF EDUCATION." European International Journal of Pedagogics 4.06 (2024): 26-33.

5. Jarilkapovich, Matjanov Aman. "Program Technology for Choosing an Effective Educational Methodology Based on Modern Pedagogical Research in The Educational System." CURRENT RESEARCH JOURNAL OF PEDAGOGICS 6.02 (2025): 30-33.

6. Begibaevna, Turemuratova Aziza, Kushbaeva Indira Tursinbaevna, and Dawletmuratova Raxila Genjemuratovna. "THE MAIN ESSENCE OF DEVELOPING STUDENTS'COLLABORATIVE SKILLS BASED ON MULTI-VECTOR PEDAGOGICAL APPROACHES IN MODERN EDUCATION." CURRENT RESEARCH JOURNAL OF PEDAGOGICS 5.09 (2024): 43-46.

7. Turemuratova, Aziza, Reymbay Minajov, and Dilyaram Bekniyazova. "DEVELOPMENT OF MODERN EDUCATIONAL MODELS TO INCREASE STUDENTS'INTEREST IN SCIENCE IN SPECIALIZED SCHOOLS." Академические исследования в современной науке 2.25 (2023): 8-14.

8. Turemuratova, A. "Har bir xalqning o'z qadriyati bor." (2021).

9. Turemuratova, A., and J. Asamatdinova. "Talabalar qadiriyatqa bag'darlang'anliqti rivajlantiruwda auditoriyadan tis shinig'iwlardin'roli." (2021).

10. Aziza, Turemuratova. "KONFLIKT VA UNING KELIB CHIQISH SABABLARI." Новости образования: исследование в XXI веке 3.32 (2025): 457-459.

11. Begibaevna, Turemuratova Aziza. "PSYCHOLOGICAL CONFIDENTIALITY OF THE FORMATION OF STUDENTS'COLLABORATIVE SKILLS BASED ON MULTI-VECTOR APPROACHES IN EDUCATION." (2025).

12. Begibaevna, Turemuratova Aziza, and Kenjayeva Marhabo Ahmatjonovna. "KO'P VEKTORLI YONDASHUVLAR ASOSIDA TALABALARNING KOLLOBORATIV KO'NIKMALARINI RIVOJLANTIRISHNING PSIXOLOGIK TRENING USLUBI." (2025).

13. Turemuratova, Aziza, To'tijon Saidova, and Oybibi Sotimova. "TALABALAR GURUHLARIDA TRENINGNI TASHKIL ETISH QOIDALARI VA PSIXOLOG-TRENERNING NOTIQLIK MAHORATI." Modern Science and Research 4.4 (2025): 145-151.

14. Turemuratova, Aziza, Liza Xojanazarova, and Nodira Qurolboyeva. "THE PSYCHOLOGICAL TRAINER'S PUBLIC SPEAKING SKILLS AND ATTITUDE TOWARDS A GROUP OF STUDENTS IN A COLLABORATIVE SITUATION." Modern Science and Research 4.4 (2025): 111-116.