

INCLUSIVE EDUCATION: GLOBAL PERSPECTIVES AND THE PATH FORWARD IN UZBEKISTAN

Yunusova Aziza Akhmedjanovna

English Linguistics Department

Nigina Kobilova

Student, Bukhara State University

INTRODUCTION

In recent years, considerable attention is paid to inclusive education. Inclusive education is an approach that ensures all students, regardless of their abilities, backgrounds, or disabilities, learn together in the same classrooms. It promotes equal access to quality education by removing barriers and providing appropriate support to meet diverse learning needs. Many countries worldwide are actively working to implement this approach within their educational systems.

Why Inclusive Education Matters? All children deserve the opportunity to be attend school and acquire the skills and knowledge to thrive—regardless of their diverse educational needs. Despite a global focus on inclusive education, many of the most marginalized learners, particularly in low- and middle-income countries (LMICs), remain left behind. For these learners, disadvantages may be compounded through intersecting variables such as gender, poverty and disability. A girl with disability living in a poverty-stricken rural area can face greater challenges in accessing quality education. Truly inclusive education requires a profound cultural shift. The goal is to provide a unified education system for all learners that supports all marginalized and vulnerable groups. Building more inclusive education systems requires a holistic, whole-of-government approach, and consideration of minority, marginalized and/or vulnerable groups.

Inclusive education in the world. Supporting students with disabilities and learning differences is essential for creating transformative educational environments where all students have the opportunity to thrive and lead. According to UNESCO, approximately 33% of children with disabilities are excluded from school, with this figure rising to 50% in some countries, highlighting a significant barrier to their academic success. The World Bank notes that inclusive education not only improves social outcomes by fostering better social interactions and personal development for both students with and without disabilities, but also has long-term economic benefits by enhancing future employment opportunities. Inclusive education supports social integration, reduce stigma, and prepare all students for a diverse and interconnected world. In partnership with network organizations and the communities where they work, Teach For All strives for a more






liberated and equitable world by developing the network's capacity to support learners with disabilities and learning differences. An example of inclusive education is Finland's education system. Finland has successfully integrated students with disabilities into mainstream schools by providing personalised support, co-teaching models, and flexible learning methods. This approach has led to improved student engagement and academic success.

What is Uzbekistan doing for inclusive education? Uzbekistan has made inclusive education a key priority in its state policy, and significant progress is underway in this area. A major step forward came with Presidential Decree No. 4860, "On measures to further improve the system of education and upbringing for children with special educational needs". This decree laid the foundation for the country's efforts to enhance inclusive education. As part of this initiative, Uzbekistan developed a concept for advancing inclusive education in the public school system from 2020 to 2025, and created a "roadmap" for its implementation in 2020–2021. The plan also set specific targets for improving education for children with special needs by 2025. The "New Uzbekistan Development Strategy for 2022–2026" further highlights the government's commitment to inclusive education. The strategy outlines key goals, such as improving the systems for educating and employing people with disabilities to ensure their participation in the socio-economic life of society (Goal 66) and ensuring open and high-quality education for youth at all levels, while fostering inclusive education in the regions (Goal 70). Significant efforts have been made to support young people with disabilities, encouraging their social engagement, boosting their interest in employment, and involving them in science, technology, art, and sports. Following Presidential Decree No. 57 from December 21, 2021, the Agency for Youth Affairs was tasked with helping young people with disabilities engage in self-employment, entrepreneurship, and vocational training. They are also being supported in learning foreign languages and covering educational expenses at non-governmental educational institutions, as well as receiving assistance in purchasing necessary equipment and work tools.

The future of Inclusive education: The future of inclusive education lies in transforming in the way we as a society approach learning which in turn will enable all children regardless of their ability or background access high quality education. Additionally, we are seeing the introduction of digital tech, personalized learning tools, and adaptive teaching methods which makes classrooms more flexible and better at meeting the many different needs of our students. What we are also seeing is that teacher training programs are placing greater emphasis on strategies to support students with disabilities, fostering empathy, and in turn promoting more collaborative learning environments. Also, what is happening globally is that governments and educational institutions are putting in place policies that put a priority on inclusivity, that monitor progress and which also work





at removing the systems barriers that have in the past marginalized certain groups. In countries like Uzbekistan, we see that they are making large investments in school structure, in professional development, and in public awareness campaigns to create a system which values diversity and equal opportunity. Also, the success of inclusive education will depend on not only in the changes we make in the schools but also in the engagement of families, communities and policy makers in creating the environment in which every student can do well. Ultimately, inclusive education is a long-term play for equity, social cohesion and the full development of human potential.

In conclusion, inclusive education is a key step that contributes to the development of fair and enabling learning settings for all students. As technology, staff development, and policy continue to progress, classrooms are becoming a more flexible space for diverse learning needs. The world over we see a trend towards inclusion which aims to eliminate barriers and to foster a culture of respect, cooperation, and equal access. In countries like Uzbekistan, efforts are underway to develop the necessary infrastructure, professional training, and public awareness required to fully realize the benefits of inclusive education. Inclusive education is a collective effort involving educators, families, policymakers, and communities to ensure that every child, regardless of ability, has the opportunity to succeed academically, socially, and personally.

REFERENCES:

1. Akhmedjanovna, Y. A., & Sarvinoz, M. (2023). Вербальные и невербальные характеристики литературно-языковой личности. *Pedagogical Sciences and Teaching Methods*, 2(22), 296–300.
2. Axmetjanovna, Y. A. (2023). Analysis of the language and speech portrait of a literary character. *Miasto Przyszłości*, 32, 277–279.
3. Aziza, Y., & Abdullaeva, N. (2017). Get your students speak up. *Интернаука*, (11–2), 52–54.
4. Oxford Review. (n.d.). Inclusive education: Definition and explanation. Retrieved from <https://oxford-review.com/the-oxford-review-dei-diversity-equity-and-inclusion-dictionary/inclusive-education-definition-and-explanation/>
5. UNESCO. (n.d.). Enhancing inclusive education: IMKON project in Uzbekistan. Retrieved from <https://www.unesco.org/en/early-childhood-education/enhancing-inclusive-education-imkon-project-uzbekistan>
6. Uzbekistan.org.ua. (n.d.). Uzbekistan's inclusive education: Current changes and development directions. Retrieved from <https://www.uzbekistan.org.ua/en/news/7338->



uzbekistan%E2%80%99s-inclusive-education-current-changes-and-development-directions.html

7. World Bank. (n.d.). Inclusive education. Retrieved from <https://www.worldbank.org/en/topic/education/brief/inclusive-education>

8. Yunusova, A. (2017). Peer editing in modern writing. *Интернаука*, (12-2), 60-61.

9. Yunusova, A. (2023). Coherence and cohesion in essay writing. *Центр научных публикаций (buxdu.uz)*, 30(30).

10. Yunusova, A. (2023). Linguistic metamorphoses of a literary character. *Центр научных публикаций (buxdu.uz)*, 42(42).

11. Yunusova, A. (2023). Thinking, reading and writing critically. *Центр научных публикаций (buxdu.uz)*, 29(29).

12. Yunusova, A. (2023). Современные подходы к теории языковой личности и сущности дискурса. *Центр научных публикаций (buxdu.uz)*, 40(40).

13. Yunusova, A. (2023). Lisoniy shaxs nazariyasi va diskurs mohiyatiga zamonaviy yondashuvlar. *Центр научных публикаций (buxdu.uz)*, 40(40).

14. Yunusova, A. (2024). Speech acts in literary discourse. *Центр научных публикаций (buxdu.uz)*, 46(46).

15. Yunusova, A., & Abdullayeva, N. (2018). Visual aids for effective lecturing. *Теория и практика современной науки*, 5(35), 42-46.

16. Yunusova, A., & Djalilova, Z. (2024). Developing intercultural competence through a project approach. *Comparative Linguistics, Translation, and Literary Studies*, 1(1), 48-59.

17. Yunusova, A. A. (2023, May). A person's language as an indicator of worldview. In *Integration Conference on Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 121-123).

18. Yunusova, A., & Nigina, A. (2017). Get your students speak up.

