

## **DESCRIPTION OF THE CONCEPT OF INCLUSIVE EDUCATION IN FOREIGN RESEARCH**

**Khujayarova Nafisa Sultanmurodovna**

Doctor of Philosophy (PhD) in Pedagogical Sciences, University of Information Technologies and Management

[khujayarova@inbox.ru](mailto:khujayarova@inbox.ru)

**Abstract:** The article describes many pressing problems in the field of modern education, including inclusive education, social, legal and educational changes that occurred at different stages of the development of society, the main problem in the development of inclusive education is the issue of its full implementation in practice.

**Key words:** inclusive education, deviation from the norm, integration, “normalization” concept, inclusion, key factors, traditional education.

### **Introduction**

Historical sources confirm that over the past two centuries, the idea of inclusive education has been formed as a result of the continuous struggle of progressive specialists in the fields of science, culture, medicine and education against the ideology that prevailed in society regarding children with disabilities. The ideology that prevailed in the 19th century before the industrial revolution perceived children with disabilities as individuals belonging to the lowest stratum of the social hierarchy.

One of the first steps towards the integration of inclusive education into society was a deep analysis of the concept of “norm”.

### **Main part**

This concept determines the social status of each member of society and the socio-cultural attitudes towards him.

According to the traditional approach, “deviation from the norm” would cause stigma and discrimination by society. New conceptual views, however, have suggested interpreting the concept of “norm” based on the environment in which the socialization of the individual takes place.

The concept of “normalization” and its role in the process of inclusive education. One of the widely recognized concepts in the world for the integration of inclusive education into the education system is the theory of “normalization”, developed by Scandinavian researchers N. Benk-Mikkelsen and B. Nirey.

N. Benk-Mikkelsen emphasized the right of all members of society, regardless of their developmental characteristics, to participate equally in the life of society. B. Nirey explained "normalization" as a means of making society inclusive, that is, all members of society should be ready to accept differences between individuals.

Although there are some differences in the approaches of these two scientists, the main principle of their concept was the need to ensure the integration of inclusive education into society.

The "normalization" model played an important role in determining inclusive education policies in the USA, Canada, Australia and the UK. This approach has become one of the main principles of the development of inclusive education over the past 30 years.

F. Wood's concept of disability has led to the formation of the following pedagogical approaches: In inclusive education, educators should strengthen the individual approach; Pedagogical conditions for children with disabilities should be adapted not only within the school, but also within the community; The development opportunities of children with disabilities should be expanded by adapting environmental conditions.

In the 1980s, the concept of "special educational needs" (Special Educational Needs – SEN) was introduced in the UK.

This term has become widely used throughout the world and has become an important stage in the development of inclusive education.

The formation of this concept is associated with the research of M. Warnock. He found that one in five students experiences learning difficulties at some point in the educational process.

Taking into account the individual characteristics of each child; A holistic understanding of his physical, mental and psychological development; Application of the principles of social and individual integration in the educational process. This approach became the basis for the development of various models for improving inclusive education and integrating it into general education institutions.

The official adoption of the term "special educational needs" in the UK gave impetus to the development of inclusive education. This decision led to significant changes in the following areas. At the same time, a number of experimental studies were carried out to test the effectiveness of inclusive education.

Studies by American researchers show that students with special educational needs effectively develop their skills of adaptation and communication in their society in a general education environment. They deepen the process of social self-awareness and form a sense of belonging to society through regular interaction with their peers. An inclusive educational environment supports the process of social adaptation, creating conditions for their personal development, full realization of their potential, and becoming full members of society.

The results of a two-year study conducted by Canadian scientists showed that children integrated into general classes achieved significant progress in social development. Their self-management skills were formed, their trust in others increased, and their ability to accept the rules of society and ask for help developed. These results confirm the importance of an inclusive educational environment not only for academic, but also for social and personal development.

One of the leading German scientists, a well-known researcher in the field of special education, O. Shpek, developed a theoretical model of pedagogical support.

He proposed a system of pedagogical support based on the principles of social and individual integration.

The system of counseling for parents, developed by T. Hellbrugge, includes: taking into account factors affecting the child's development, advising parents on a pedagogical approach, analyzing the socio-economic conditions of the family, regulating communication with people around the child, and taking into account medical and psychological factors. This system is aimed at encouraging the active participation of the family in the child's education and development.

The main principles of this concept are that the integration process should be in harmony with the family environment, and parents should be full participants in the educational process.

The Italian experience in inclusive education occupies a special place in world pedagogy. In Italy, special schools were abolished and the concept of inclusive education was introduced into the general education system. Denmark, Norway and Sweden also supported this direction and developed a policy of social integration. Maria Montessori made a great contribution to the successful experience of Italy in inclusive education.

The conducted studies show that the main factors that hinder the full integration of children with disabilities into the general education system are:

1. Unpreparedness of society for inclusive education - negative attitude towards the study of children with disabilities in general education schools, social stereotypes about their acceptance;
2. New tasks and burden of responsibility for teachers of general education schools - teachers did not have sufficient training to work effectively in inclusive education;
3. The absence of a system of special educational services and conditions in the traditional education system - a system of additional pedagogical and psychological support was not established.

Despite the initial difficulties that arose in inclusive education, the governments of leading countries paid attention to improving this process. Measures were taken on the basis of international and national legal instruments aimed at scientifically based, effective and systematic development of the inclusive education process.

Inclusion is an integral part of modern educational paradigms.

“Inclusion should be seen not as an additional element to the general education system, but as an integral part of the educational process. Otherwise, the effective implementation of inclusive education will be impossible.”

## **Conclusion**

The German scientist A. Sander defines inclusive pedagogy as the next stage of integrated pedagogy. According to him, inclusion can develop mainly in countries that have a sufficient legal, scientific and social basis for integration. Thus, inclusive education is developing as a complex system aimed not only at creating equal opportunities for children with disabilities, but also at directing all children to receive education in the same conditions. Therefore, inclusion is considered the next stage of integration and ensures the openness of the educational process for all children, excluding any differences.

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