



**WORLD BULLETIN
PUBLISHING**

Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 01, Issue 02, November 2025



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

SCIENTIFIC AND THEORETICAL FOUNDATIONS OF THE ORGANIZATION OF CONTINUOUS INCLUSIVE EDUCATION

Omonova N. P.

O'qituvchi, Maxsus pedagogika kafedrası,
Pedagogika fakulteti, Chirchiq Davlat Universiteti,
Chirchiq, O'zbekistan, ORCID ID: 0009-0004-3696-7608,
omonovanilufar47@gmail.com, +998978088381

Abstract:

This article highlights the analysis of the scientific and theoretical foundations of inclusive education. It emphasizes the continuity of this type of education, advocating for the introduction of an inclusive approach at every stage as a central theme. The study shows that core principles, pedagogical models, and psychological approaches are essential for the effective organization of inclusive education. These principles are examined in the context of global experiences in inclusive education, as well as the ongoing reforms and projects in Uzbekistan. In particular, the measures being taken to improve the legal framework, adapt educational programs, and train teachers play a significant role. The research results include important recommendations for the development of inclusive education. It is shown that to successfully implement this process, continuous reforms in the education system, the introduction of new technologies, and the wider application of inclusive methods in practice are necessary. The study not only outlines theoretical foundations but also demonstrates how they can be applied in real educational environments. Analyses conducted in the context of Uzbekistan indicate the need to harmonize this process with national specificities.

Keywords: Continuous inclusive education, accessibility, pedagogical theories, educational reforms, inclusive educational environment.

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 01, Issue 02, November 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

Introduction

Inclusive education has emerged as a key paradigm in global educational reforms, aimed at ensuring equal learning opportunities for all students regardless of their abilities or backgrounds. This approach is based on the principles of social justice, human rights, and recognition of diversity as a core aspect of human development. In recent years, the push to implement inclusive education has been reflected through significant legislative reforms and political initiatives.

In April 2023, a constitutional referendum was held in Uzbekistan, in which more than 90% of voters approved amendments emphasizing, among other points, the state's commitment to inclusive education. These amendments explicitly guarantee the right to free general secondary education and stipulate that "inclusive education and upbringing should be organized in educational institutions for children who need special education and have individual capabilities." This constitutional commitment underscores the country's decision to align its education system with international standards and to ensure that every child, including those with disabilities, has access to quality education.

Despite these achievements, the practical implementation of inclusive education in Uzbekistan faces multifaceted challenges. The readiness of educational institutions and staff to meet diverse learning needs is of critical importance. Research has shown that although a legislative framework exists, there is a significant need to build capacity among teachers to effectively implement inclusive education. Moreover, societal attitudes toward disability and inclusivity require transformation to create an enabling environment for inclusive practices. Statistical data indicate that a large proportion of children with disabilities in Uzbekistan remain excluded from general educational institutions. Efforts to eliminate this disparity require comprehensive strategies that include infrastructural changes, adaptation of curricula, and targeted teacher training programs. Furthermore, the successful implementation of inclusive education necessitates the development of partnerships among government bodies, non-governmental organizations, and international agencies to mobilize resources and expertise.

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 01, Issue 02, November 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

This article explores the scientific and theoretical foundations for organizing continuous inclusive education. By examining advanced international experiences and contextualizing them within Uzbekistan's unique socio-cultural and legal landscape, the research aims to highlight ways to effectively integrate inclusive education at all levels of the education system. Through a critical analysis of existing models and frameworks, the article seeks to contribute to the ongoing discourse on developing an inclusive educational environment that supports the principles of equity, accessibility, and individualized support.

LITERATURE REVIEW AND METHODOLOGY

Inclusive education has emerged as a key paradigm in educational discourse aimed at integrating diverse learners within mainstream educational settings. Theoretical frameworks such as Universal Design for Learning (UDL) and Universal Design for Instruction (UDI) have played significant roles in the development of inclusive educational practices.

UDL, conceptualized in the 1990s by David H. Rose and colleagues at the Center for Applied Special Technology (CAST), is an educational framework that emphasizes creating flexible learning environments to accommodate individual learning differences. It supports the use of multiple means of representation, expression, and engagement to meet diverse learner needs. This approach aligns with research in cognitive neuroscience and underscores the importance of designing curricula that are accessible to all students [1].

Similarly, UDI applies the principles of universal design to instructional methods, aiming to maximize learning for all students, including those with disabilities. It involves proactive strategies to remove unnecessary barriers in teaching while maintaining academic rigor. By considering the potential needs of all learners during the instructional design process, UDI seeks to foster a more inclusive educational environment.

In the context of Uzbekistan, these global foundations have influenced efforts to integrate inclusive education. The country's commitment to inclusive education is evident in legislative reforms and policy initiatives aimed at aligning with international standards. However, practical implementation of these frameworks

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 01, Issue 02, November 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

requires a comprehensive understanding of the local educational landscape, including teacher preparedness, availability of resources, and societal attitudes toward inclusivity [2].

This study employs a mixed-methods approach to examine the scientific and theoretical foundations of organizing continuous inclusive education in Uzbekistan. The methodology consists of two primary components:

1. **Systematic literature review:** A comprehensive analysis of existing literature was conducted to evaluate advanced global practices in inclusive education and their applicability within the context of Uzbekistan. The sources included peer-reviewed journals, programmatic documents, and reports from international organizations specializing in inclusive education. This review aimed to identify effective strategies and frameworks that could inform the development of inclusive education practices in Uzbekistan.
2. **Qualitative case studies:** Practical investigations were carried out in selected educational institutions to gain a deeper understanding of the current state of inclusive education in Uzbekistan. These case studies involved semi-structured interviews with teachers, administrators, students, and parents to gather insights into the challenges and successes encountered during the implementation of inclusive practices. The qualitative data provided nuanced perspectives on the practical application of inclusive education theories within the local context.

The integration of these methodologies facilitated a comprehensive analysis of both the theoretical underpinnings and practical implementation of inclusive education in Uzbekistan. By synthesizing global literature with findings from local field studies, this research contributes to the development of effective strategies for establishing continuous inclusive education tailored to Uzbekistan's unique socio-cultural dynamics.

RESULTS

The implementation of continuous inclusive education in Uzbekistan was assessed through a comprehensive analysis of current educational practices, stakeholder perspectives, and systemic challenges. This section presents the key

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 01, Issue 02, November 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

findings derived from statistical data and qualitative insights regarding the integration of inclusive education within Uzbekistan's educational framework.

Current state of inclusive education

As of 2019, approximately 21,212 individuals in Uzbekistan were identified as deaf or hard of hearing, with around 5,000 of them enrolled in specialized educational institutions. Despite legislative efforts to promote inclusive education, the majority of these students continue to study in segregated schools, indicating limited integration into mainstream educational settings. This segregation is further exacerbated by the lack of sufficiently trained teachers proficient in sign language; many educators lack formal training in either Uzbek or Russian sign languages. Consequently, deaf students often rely on lip-reading and articulation techniques, which may not fully meet their educational needs.

A significant barrier to the effective implementation of inclusive education in Uzbekistan is the prevailing attitudes and preparedness of teachers. Research shows that 51% of teachers expressed negative views and stated that they would feel "terrified" if they themselves had a disability. This statistic underscores the urgent need for comprehensive professional development programs that not only enhance pedagogical skills but also address and transform existing misconceptions and biases about disability. Such programs are critical for fostering an educational environment that is truly inclusive and supportive of all students.

While Uzbekistan has adopted policies aimed at promoting inclusive education, the practical realization of these policies faces numerous systemic challenges. The educational infrastructure often lacks the necessary resources and accommodations to support students with diverse needs. Additionally, there is a shortage of specialized training for teachers, which is essential for the successful adoption of inclusive pedagogies. The absence of standardized curricula adapted for diverse abilities further exacerbates the situation, leading to inconsistencies in educational delivery and outcomes. Cultural perceptions of disability have a significant impact on the implementation of inclusive education. In Uzbekistan, social attitudes often reflect a lack of understanding and awareness regarding

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 01, Issue 02, November 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

disability, which can lead to the stigmatization and marginalization of individuals with special needs. These societal conceptions create substantial barriers to the acceptance and integration of inclusive educational practices, necessitating targeted awareness campaigns and community engagement initiatives to shift public opinion and foster a more inclusive society.

The development of inclusive education in Uzbekistan has been reinforced by collaborative efforts with international organizations. For instance, partnerships with agencies such as the Japan International Cooperation Agency (JICA) have contributed resources and expertise aimed at improving accessibility for deaf students. These collaborations have played a crucial role in launching pilot programs and workshops designed to enhance educational outcomes for students with disabilities. However, the scale and sustainability of these initiatives require ongoing commitment and integration into national education policies.

- **Enrollment figures:** In 2019, specialized schools for deaf and hard-of-hearing students in Uzbekistan served approximately 5,000 pupils, underscoring the limited scope of inclusive education in mainstream schools.
- **Teacher attitudes:** According to survey results, 51% of teachers indicated that they would feel "terrified" if they themselves had a disability, reflecting widespread negative attitudes that can hinder the adoption of inclusive practices.
- **Educational resources:** Since the post-Soviet era, there has been a decline in specialized educational institutions for the deaf, with only about ten centers nationwide serving approximately 240–250 individuals.

These findings reveal the multifaceted challenges associated with implementing continuous inclusive education in Uzbekistan. These challenges include infrastructural limitations, insufficient teacher training, prevailing social attitudes, and gaps between policy and practice. Addressing these issues requires a holistic approach that combines policy reforms, capacity building, social sensitivity, and sustained international cooperation to develop an inclusive educational landscape that embraces and supports all learners.

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 01, Issue 02, November 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

DISCUSSION

Uzbekistan’s pursuit of continuous inclusive education presents a multifaceted landscape characterized by both progress and persistent challenges. This discussion synthesizes findings from the previous sections, contextualizing them within global educational paradigms and Uzbekistan’s unique socio-economic structure.

Due to rapid population growth, Uzbekistan’s educational infrastructure has become significantly strained. The nation’s population grew from approximately 20 million in 1991 to 36.7 million in 2023, with projections suggesting it may reach 40 million by 2040. This demographic boom has led to overcrowded classrooms, with reports indicating that classes often accommodate 35–38 students, exceeding optimal student–teacher ratios. Such overcrowding hinders the effective implementation of inclusive education, as providing individualized attention becomes increasingly difficult. Financial constraints further exacerbate infrastructural challenges. Despite considerable resource allocation—reaching nearly 20 trillion UZS in the first quarter of 2024—there remains a significant shortfall in creating sufficient learning spaces and ensuring high-quality teaching. This financial gap underscores the need for strategic investments to expand infrastructure and enhance educational quality, which are critical for accommodating diverse learners. The effectiveness of inclusive education is inherently tied to teacher preparedness. In Uzbekistan, there is a pressing need for comprehensive professional development programs that equip teachers with the skills and knowledge necessary to support diverse educational needs. The absence of such targeted training hinders the adoption of inclusive pedagogies, thereby limiting educational opportunities for students with disabilities.

CONCLUSION

The implementation of continuous inclusive education in Uzbekistan is a complex but necessary endeavor. The findings of this study reveal several critical challenges, including infrastructural constraints, insufficient teacher preparedness, societal perceptions, and discrepancies between policy and practice. Despite legislative advancements and international support, the practical

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 01, Issue 02, November 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

application of inclusive education remains uneven across the country. One of the primary barriers to successful inclusion is the shortage of well-prepared teachers capable of effectively accommodating students with diverse needs.

As Uzbekistan's population continues to grow—projected to reach 40 million by 2040—the education system faces mounting pressure to expand its capacity while maintaining quality. Overcrowded classrooms, limited accessibility, and pervasive negative societal attitudes toward disability further hinder the implementation of inclusive education.

Nevertheless, Uzbekistan has made significant progress through policy reforms and international partnerships. Collaborative efforts with organizations such as JICA and UNESCO have provided essential resources and educational programs to support inclusive education initiatives. Expanding these efforts, along with continuous government investment in teacher training and infrastructure development, will be crucial for long-term success.

Moving forward, a multifaceted approach is essential to fully implement inclusive education. This includes:

1. **Enhancing teacher training** — Developing specialized training programs to equip teachers with the necessary skills and knowledge for inclusive teaching.
2. **Improving infrastructure** — Expanding accessible learning spaces, integrating assistive technologies, and providing appropriate accommodations for students with disabilities.
3. **Policy implementation and monitoring** — Developing clear guidelines on inclusive education and monitoring progress to ensure compliance at all levels of the education system.
4. **Transforming social perceptions** — Conducting awareness campaigns to reduce stigma and encourage the acceptance of inclusive education within communities.
5. **Leveraging international support** — Expanding collaboration with global organizations to adopt best practices and secure funding for long-term inclusive education programs.

In conclusion, while Uzbekistan has made considerable progress in advancing continuous inclusive education, significant challenges remain that must be

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 01, Issue 02, November 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

addressed. Through a combination of policy refinement, professional development, infrastructural investment, and community engagement, Uzbekistan can build a truly inclusive education system that ensures equal learning opportunities for all students, regardless of their abilities.

References

1. Akhlan, R. N. R., Khimmataliyev, D. O., & Qizi, O. N. P. (2024). The Importance and Role of Inclusive Education in Educational Institutions. *Proceeding of International Conference on Special Education in South East Asia Region*, 3(1), 400–405.
2. Jabbor E. Usarov, Dustnazar O. Khimmataliev Surayyo A. Haydarova, Samariddin B. Korayev, Umid N. Khodjamkulov, IkromD. Kodirov, Kahramon M. Ibadullaev, Kibrio. E. Burieva, Aay Susilawati (2024). Improving student practical competence in geography as science education. *Journal of Engineering Science and Technology*, 6, 81 – 88.
3. Gafurdjan I. Mukhamedov, Jabbor E. Usarov, Dustnazar O. Khimmataliev, Kodirova F. Usmanovna, Raxmanova K. Mukaddas K, Safiyeva A. Mokhinur , Nargiza J. Eshbekova , Hasanboy U. Dekhkonov, Aay Susilawati. (2024). Creative competence of future chemistry for students relating to environment. *Journal of Engineering Science and Technology*, 6, 65 – 72.
4. Khimmataliyev, D.O., Burieva K.E. (2024). Dynamics and Diagnosis of Independent Thinking Processes of Students (on the Example of the First Teenagers). *Journal of Education for Sustainability and Diversity*, 3(1), 238-252.
5. D.O. Khimmataliyev, M. Sh Islamova, D. D. Baratov. (2024). Content and pedagogical conditions of development of research skills of future engineers based on innovation approach. *Forum for Linguistic Studies*, 6(2), 162-169.
6. Andreev, V.I. (2004).Competitiveness. *A training course for creative self-development of competitiveness*.7, 468.
7. J. E. Usarov, D. O. Khimmataliev S. A. Haydarova, S. B. Korayev, U. N. Khodjamkulov, I.D. Kodirov, K. M. Ibadullaev, K. E. Burieva, A. Susilawati.

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 01, Issue 02, November 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

- (2024). Improving student practical competence in geography as science education. *Journal of Engineering Science and Technology*. 6, 81 – 88.
8. D.O Khimmataliev, D.Sultanova, N.P. Omonova. (2023). Development of students' creative competencies based on individual approach in educational cluster conditions. *Science and innovation international scientific journal*, 8.2, 678-684.
 9. D.O Khimmataliev, N.P Omonova, G.P. Jumanova, G.B Mamatkulova. (2023). Development of creative communicative skills of future educators as a pedagogical problem. *Science and innovation international scientific journal*, 8.2, 547-551.
 10. Alharti, N., & Evans, D. (2017). Special education teachers' attitudes towards teaching students with learning disabilities in middle schools in Saudi Arabia. *International Journal of Modern Education Studies*, 1(1),
 11. Al-Zyoudi, M. (2006). Teachers' attitudes towards inclusive education in Jordanian schools. *International Journal of Special Education*, 21(2), 55-62.
 12. Avramidis, E., Bayliss, P., & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational Psychology*, 20(2), 191-211.
 13. Ediyanto, E., Atika, I. N., Kawai, N., & Prabowo, E. (2017). Inclusive education in Indonesia from the perspective of Widyaaiswara in centre for development and empowerment of teachers and education personnel of kindergartens and special education. *Indonesian Journal of Disability Studies (IJDS)*, 4(2), 104-116.
 14. Ediyanto, E., Maulida, R., Atika, I. N., & Kawai, N. (2020). The pre-service teachers' attitudes towards inclusive education: An empirical study in Yogyakarta City, Indonesia. *Discourse and Communication for Sustainable Education*, 11(1), 65-73
 15. Ediyanto, E. (2020). *The development of an instrument to measure Indonesian teachers' attitudes toward inclusive education*. Doctoral Dissertation of Hiroshima University, Japan. <https://ir.lib.hiroshima-u.ac.jp/00049557>

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 01, Issue 02, November 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

16. Emam, M. M., & Mohamed, A. H. H. (2011). Preschool and primary school teachers' attitudes towards inclusive education in Egypt: The role of experience and self-efficacy. *Procedia-Social and Behavioral Sciences*, 29, 976–985.