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Foreign Experiences in Managing Inclusive Education in General Education Schools and Opportunities for Their Implementation

Mo'minova Qunduz Xolmamat Qizi

1. Doctoral student of the National Institute of pedagogical skills named after A.Avlani

* Correspondence: qunduz.mominova@bk.ru

Abstract: This article extensively covers international experiences in managing inclusive education in general education schools and examines the possibilities of implementing these practices in Uzbekistan. The main focus is on creating the necessary conditions for children with disabilities to receive education alongside their peers without disabilities in the general education system, with special attention paid to the advanced practices of foreign countries in this area. The inclusive education models in Norway, Denmark, Sweden, the United States, the United Kingdom, Belgium, Austria, France, and Russia have been analyzed, and their advantages, conditions necessary for implementation, and potential limitations have been thoroughly studied. The article also examines the challenges arising in the implementation of inclusive education, including the training of teaching staff, the establishment of material and technical infrastructure, and the shaping of societal attitudes. Practical recommendations for addressing these issues, as well as mechanisms for effectively utilizing international experience, are proposed. The article aims to create a scientific and practical foundation for emphasizing the importance of implementing inclusive education and strengthening its role in the general education system. Additionally, the significance of modern technologies and psychological approaches in working with hearing-impaired children is discussed. It is shown that hearing aids and specialized technological tools for developing hearing can positively impact a child's development, while psychological support can enhance the child's self-confidence and play a crucial role in developing social communication skills.

Keywords: inclusive education, children with special needs, education system, integration, foreign experience, children with disabilities, general education, united states, united kingdom

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1. Introduction

Globally, the number of people with disabilities constitutes a significant portion of the population and there is a growing need to ensure their equal participation in social, economic, and cultural life. According to the UN, the world's population is

About 1 billion, or about 15 percent, are people with disabilities. The UN Convention on the Rights of Persons with Disabilities is one of the first treaties in the field of human rights adopted in the 21st century, which guarantees the rights and freedoms of persons with disabilities of all ages without discrimination [1].

Ensuring the protection of the rights of children with disabilities is a focal point not only for the global community but also for our state. In this regard, inclusive education plays a special role in creating equal opportunities for all children, shaping them as equal members of society, and providing a supportive environment for them. Inclusive

education not only encompasses learners but also allows for calling all layers of society to social solidarity.

The development of an inclusive education system is a complex and long-term process, the success of which depends on the active participation of the government, teachers, students, and parents. In any society, there is a necessity to recognize the fact that every child is unique, and children with special needs, like other children, have rights, needs, and aspirations [2].

In order to ensure the right of every child with disabilities to live and be raised in their own family, general, or inclusive education has been designated as the priority form of education. This approach allows children with disabilities to live with their families, enjoy parental care, and receive general education among their peers in their local community. Inclusive education (derived from the English words "inclusive" and "inclusion," meaning to harmonize, integrate, embrace, and encompass) is the state policy of many countries, aimed at removing barriers between children with disabilities and those with special needs [3].

Inclusive education is currently recognized as one of the main trends in the development of the education system. According to the metric analysis of the 2011 Social Sciences Citation Index for state sciences, the incorporation of inclusive education into the education system has become the primary focus of all social sciences worldwide [4].

Currently, the implementation of an inclusive education system faces two main risks. First, there is a "lack of individualized approach" to children in the classroom, as students with different educational needs are taught simultaneously. In this case, the primary responsibility for organizing the educational process falls on teachers, and therefore the quality of their work directly determines the "viability of the idea of inclusion." Secondly, the risk of "high emotional stress in a child" is due to the fact that "most peers are not socially, culturally, and psychologically ready to accept a disabled classmate as their peer" [5]. The reason for this is that misconceptions about children with disabilities, lack of information, and growing up in a restricted environment limit their integration into society. The experience of inclusive schools shows that even if conflicts are observed between children with different educational needs, this situation is resolved after the transition period. However, the lack of psychological support and insufficient information in this field necessitate the use of global experience. Developed countries pay great attention to psychological and social support services in inclusive education, helping to increase children's success by expanding knowledge in this area. This increases the relevance of the topic, as it is important to use international experience in improving Uzbekistan's inclusive education system.

2. Materials and Methods

In the context of Uzbekistan, inclusive education is a state policy aimed at eliminating barriers that separate children from one another and fully integrating them into the general education process, regardless of their age, gender, religious and social background, developmental delays, or level of economic security.

When analyzing the "state" of upbringing and development of children with disabilities, foreign defectologists utilized categories from phenomenological pedagogy. For instance, K. Mollenhauer emphasizes that "education is a process of interpersonal relationships between a child with disabilities and their teacher or caregiver." He views the educational process not only as a one-sided corrective influence from the teacher but also as a mutual communication and dialogue. In this process, the child participates as an equal subject of the communication process with their own rights [6].

While discussing the education of children with special needs, renowned psychologist and defectologist L.S. Vygotsky emphasized the importance of organizing an educational system that integrates general and special education, particularly highlighting

the need to teach children requiring special assistance within an inclusive education system. L.S. Vygotsky writes, "The education system should be organized in such a way that conditions are created for the harmonization of special and general education within this system." He emphasized that a child with developmental challenges is not simply less developed compared to their typical peers; rather, they have developed differently. Despite its advantages, the main drawback of a special school is that it confines its students to a narrow circle within the school community. It creates a closed world adapted to the child's deficiency, where everything focuses attention on the child's impairment and fails to apply it to real life. This develops abilities in the child that lead to greater isolation and increase segregation [7]. To address this, it is necessary to create an education system that allows a child in need of special assistance to develop comprehensively during the learning process. It is well-known that students receiving education in our specialized institutions become confined to a narrow circle within the school community. In society at large, however, everyone's attention is focused on their impairment. N.N. Malofeev and N.D. Shmatko acknowledge that "integration is a legitimate stage of special education." Within the framework of the historical-pedagogical approach, contemporary researchers (N.N. Malofeev, N.M. Nazarova, and others) identify several stages in the development of inclusive education: romantic, reformist, social and legal, fully inclusive and pragmatic.

The "Romantic" stage [8] takes place in the first half of the 19th century. During this period, the idea of co-educating ordinary children and "special" children emerged, and attempts were made to implement it. This form of education was later called integrated learning.

The meaning of the word "integrated" is derived from "integrative" - combining (encompassing), and "integrate" - to combine (to add). Integration education refers to the education of children with intellectual and physical developmental challenges within a community of their healthy peers. Integration education views a child with disabilities as a challenge and involves the application of methods and means by educators for teaching and nurturing individual groups of children in group or classroom settings [9]. An important perspective for understanding the philosophy of integration is the American scholar E. Goffman's interpretation of the pedagogical situation. He views the term "situation" as a concept that represents the entire spatial environment, which makes each person who enters it a member of an existing or emerging society. Additionally, E. Goffman considers "situation" and "interactive interaction" as complementary concepts.

L.M. Shipitsina, however, divides integration into two types: social and pedagogical integration. Social integration involves adapting social relationships to accommodate children with disabilities within the education system. Pedagogical integration, on the other hand, involves adapting the curriculum to suit the child's abilities.

V.N. Maksimova believes that "inclusive approaches help support children with disabilities in learning and achieving success, which creates opportunities for a good life" [10].

In this article, the method of interstate comparative analysis was chosen as the primary research method. This approach enables the study, comparison, and analysis of international experiences in the field of inclusive education within the framework of existing conditions. During the comparative analysis process, practices implemented in countries such as Norway, Denmark, Sweden, the United States, Great Britain, Belgium, Austria, France, and Russia were examined, and their distinctive characteristics were highlighted.

Through this methodological approach, foreign experiences were analyzed, and opportunities for adapting them to the education system of Uzbekistan were developed. Based on the results, practical recommendations were formulated for advancing inclusive education in our country.

Practical experiences in implementing inclusive education systems are being carried out in many countries worldwide.

Countries such as Norway and Sweden have successfully integrated children with special needs fully into mainstream educational institutions, leading to the closure of specialized correctional schools. However, nations that have incorporated children with special needs into the general education system are not exempt from the responsibility of providing additional educational services aimed at correcting and compensating for deficiencies in physical and mental development [11].

In several countries, including the United States, the United Kingdom, and Denmark, the choice of school type is determined by law. Parents are required to provide written confirmation of their choice of education type, and in some cases, they must provide justification for their decision. For the past 30 years, under the U.S. policy of inclusive education, millions of Americans with disabilities who need special attention have had the opportunity to receive a full education under the "Individuals with Disabilities Education Act." In the United States, attention to children with disabilities has developed not only in the education system but also in society at large. All public buildings, roads, transportation, and other public facilities in the United States are equipped with special resources and accommodations to ensure accessibility for children with disabilities. For example, each public bus has a designated space for wheelchair users with disabilities. The buses are equipped with special technology to ensure easy boarding and alighting for these passengers. Similar accommodations can be seen in buildings and other modes of transportation. All of these measures are implemented through federal laws enacted to ensure that children with disabilities in the country can live with equal rights in society like everyone else. As part of an inclusive approach, each school or institution develops an individual education plan that takes into account the needs of all students during the educational program planning stage. The development of an individual education plan is carried out according to the following criteria: realism, achievement level, assessment potential, and activity [12]. The place of study for a student with a disability depends on their needs and the extent of their limitations.

In countries with a conservative model of social policy (Austria, France, Germany, the Netherlands, Belgium, Italy), there is less state provision for education and support for young people with special needs; this is closely linked to potential employers providing material assistance for the education and professional development of people with disabilities [13]. In these countries, inclusive education is often viewed as an opportunity to educate specific individuals rather than implementing widespread inclusion for all people with developmental disabilities. Furthermore, Belgium has experimented with and applied inclusive education, for example: conducting core lessons in general education subjects in mainstream schools while providing additional remedial classes in special schools; or offering general education in a specialized institution combined with one year of continuous education in a public school. A flexible combination of special and general education is ensured through the creation and implementation of an individual curriculum for the education of children and youth with disabilities, not by a specific educational institution, but by allocating funds to the child. Psychological, medical, and social centers of various subdivisions function as coordinating centers for supporting integrated education. Similarly, education for persons with disabilities was established in the Netherlands, where, according to the "Step-by-Step" program, all state and specialized schools for children with mild intellectual disabilities and learning difficulties will cooperate in providing quality education using general vocational education.

In Austria, a differentiated education system for children with disabilities was established in 1945, which began to educate children with all types of disabilities within this educational framework. However, by 1980, parents of children with special needs

fought for democratic rights, demanding that their children be educated in mainstream educational institutions [14].

In the Netherlands, 28 general education primary schools also include children with disabilities. Educational Consultation Centers operated a department focused on methods and characteristics of teaching and educating children with special needs in general education settings, as well as providing knowledge and information about these children. These departments worked on updating educational materials and programs, developing a unified concept of integrated education, and seeking solutions to problems within this educational system [15].

A program for integrating children with severe disabilities who are receiving education in special institutions of Great Britain has been developed. A portion of the children studying in special institutions were incorporated into schools where the integrated education system was implemented. To further enhance the integration system, games, physical education, dance, and various practical activities were introduced.

Special education in Russia is organized in two approaches: differentiated and integrated. Differentiated education encompasses 8 specializations. Recently, in Moscow, St. Petersburg, and several other Russian cities, scientific research and practical psychological-pedagogical work have been initiated to include children with special needs in mainstream educational institutions [16].

3. Results

International experiences are aimed at ensuring the integration of children with special needs into society and fostering their successful development within it. The integration of hearing-impaired individuals into the hearing community is the most important task of deaf pedagogy. This process is not only the main criterion for the content of education but also serves as a foundation for developing new pedagogical approaches for them based on the results of the aforementioned research.

Currently, in Uzbekistan, the education of hearing-impaired children in integrated groups and inclusive general education schools is practically carried out in the following order:

- a. Separate groups for children who have lost their hearing ability have been established in general education preschool institutions. In these groups, children are educated using specialized methodologies. Special corrective exercises are conducted with them to develop their hearing ability and teach pronunciation.
- b. In certain regions of the republic, students with hearing impairments at specialized boarding schools may, upon the request of parents and children, attend a general education school located near the boarding school while continuing to reside at the boarding school.
- c. In the city of Kokand, Fergana region, there are special integrated classes in general education schools where children with hearing impairments live in residential facilities and attend regular schools. This integrated type of education differs from the previous approach in that deaf students are taught in specialized classrooms following customized curricula and programs.

Every teacher working with a child who has lost their hearing ability should have complete information and understanding about the child's unique individual characteristics, hearing and speech capabilities. Working with a child who has hearing problems requires a special individualized approach and significant attention from both the teacher and classmates. The following conditions must be considered in the classroom:

- a. A student with hearing impairment is seated on the right side of the first desk in the right row. This arrangement provides the student with an opportunity to see the faces of all classmates throughout the lessons, enabling them to perceive speech through lip-reading and visual cues;

- b. When the teacher writes educational material on the board, they are required to provide additional special explanations for hearing-impaired students, and if possible, include illustrative expressions;
- c. When explaining the topic during the lesson or reading excerpts or assignments, the teacher's face must be directed towards the class, as this allows deaf students the opportunity to read and understand the teacher's face and lips;
- d. In a class with hearing-impaired students, assignments or questions should be written on the board or flash cards, shown to the students, and then addressed to the class. This way, they will have the opportunity to both see and hear the information;
- e. A hearing-impaired student must have a personal behind-the-ear hearing aid or a sound amplifier installed on their desk. This will allow the student to have the opportunity to perceive the learning material through both hearing and sight.
- f. Currently, the following types of integration for children with hearing impairments are being implemented in our republic: integration of special boarding school students into general education.
- g. In this case, students live in a boarding school until they achieve full rehabilitation and continue to receive corrective assistance from deaf education specialists after classes; maxsus maktab-internatda kamchiliklari yetarli darajada bartaraf etilib, reabilitatsiyaga erishgan, nutqiy muloqotni egallagan umumta'lim maktablariga butunlay ko'chirilgan o'quvchilar;
- h. Students who have acquired listening and speech communication skills from an early age through individual home training with parents and a deaf educator, and have entered general education schools from the first grade;
- i. Children who have received cochlear implants and developed speech hearing skills through six months of deaf education support, and who continue their education in general education schools under the supervision of a deaf educator.

Students who are being individually educated at home and partially participating in general education due to their parents' unwillingness to send them to a specialized boarding school.

4. Discussion

The earlier a child's hearing impairment is detected and a hearing aid is fitted, the sooner they will learn to hear, and their speech will become faster, clearer, and more fluent. This has been proven in practice. Therefore, every mother should pay special attention to her child, monitor the child's hearing ability, and have them undergo surdological and audiological examinations if any suspicion arises. Moreover, psychological support plays a crucial role in developing a child's hearing abilities. Psychological assistance helps ensure the child's self-perception and social integration. It is also essential to utilize new technologies. With the help of hearing aids and other modern technological devices, the child's hearing ability improves, which is a significant factor in developing their speech and communication skills.



Figure 1. Psychological Assistance in Inclusive Education: Technological Sequence.

The processes presented in Figure 1 above can be seen in detail in the table below.

Tabel 1. Psychological Assistance in Inclusive Education: Technological Sequence.

No	Technological Sequence	Action Type	Details
1	Stages of Organizing the Educational Process	Work with Parents	Work with Parents Provide consultations to parents. Analyze previous training sessions and present the outcomes.
2	Conducting the PMPC (Psychological-Medical-Pedagogical Commission)	Conduct a Comprehensive Diagnosis of the Child's Development	Assess the child's development thoroughly. Develop training recommendations, select optimal teaching methods, and define interaction strategies and assessment forms.
3	Appointing a Teacher and Conducting a Pedagogical Test	Advise Teachers	Provide the teacher with advice regarding the child's developmental characteristics, abilities, and limitations.

4	Developing a Personalized Education Program	Link the Child's Interests to Activities	Connect the child's interests to planned activities. Advise the class teacher on creating conditions for health improvement, development, and socialization.
5	Conducting Educational Lessons	Assist and Advise Teachers During Lessons	Support the teacher during lessons. Offer individual consultations. Analyze the most effective methods of interaction in education.

5. Conclusion

This study has determined that successfully integrating inclusive education into the general education system, helping children with special needs find their place in society, and creating equal opportunities for them are crucial not only from the perspective of ensuring human rights but also for enhancing the overall effectiveness of the education system. The experience of foreign countries demonstrates that the success of inclusive education depends on creating specialized infrastructure, as well as on the high qualifications of educators, the application of innovative technologies in the educational process, and fostering social awareness among students and parents.

In implementing inclusive education in Uzbekistan, the primary focus should be on equipping educational institutions with modern teaching and methodological tools, as well as training and retraining educators in inclusive education practices. Along with the professional development of teaching staff, it is crucial to promote the social significance of inclusive education in society, eliminate related stereotypes, and foster positive attitudes towards children with disabilities. This process necessitates the involvement of all segments of the population and requires strengthening collaborative efforts between governmental and non-governmental organizations.

At the conclusion of the study, it was emphasized that the development of inclusive education creates opportunities not only for children with disabilities, but for all students to learn together in an environment of mutual respect, solidarity, and social responsibility. This approach positively impacts not only children's learning process but also their personal and social development. Furthermore, inclusive education serves as a foundation for sustainable societal development and strengthens the values of equality, cooperation, and humanism. Therefore, the implementation of inclusiveness in Uzbekistan's education system is considered an urgent task of both national and global significance.

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