



METHODS OF INVOLVING CHILDREN WITH DISABILITIES IN THE LEARNING ENVIRONMENT AND THE PROCESS OF SOCIALIZATION

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Abstract: *Children with disabilities shouldn't have to fight to learn – they ought to get the fair shot they deserve. It's all about figuring out how to give them a chance, which connects to the wider idea of inclusive education. Here, educators experiment with different approaches, as personalized learning and adaptable programs that work for each kid. Group work and play-based activities also help – they're a way for children to engage with each other, even when they're working on different stuff. What actually makes a difference, though, is teamwork between instructors as well as a whole bunch of other professionals: parents, psychologists, speech therapists, and special needs experts. When everyone works together, children with special needs can feel at home in class. It's the environment that matters too – a welcoming space where kids can learn to get along with each other, express themselves, and figure out this whole social thing. The conditions that make this happen are super important.*

Key words: *children, inclusive, methods, experts, ability, education, institution, school, university, Individualized Education Plans (IEPs), UNICEF, “Ishonch 2030”, integrated classes.*



Inclusive Education

Inclusive education is the education of different kids in one class (integrated class). It is the recognition of a child's developmental characteristics and learning abilities, and teaching in the way that is most suitable for the child. Inclusive education gives all children (including people with disabilities) the opportunity to fully participate in the life of a group in kindergarten, school, institutions of additional education, and universities. However, this does not mean simply gathering all children "in one place." On the other hand, inclusion ensures that each student feels accepted, and that their abilities and needs are taken into account and valued.

Children who need inclusive education may or may not have disabilities. In any case, they have special educational needs that require changes and some restructuring of the pedagogical approach. In the Law on Education, such children are referred to as children with disabilities (HIA), and in specialized literature — children with special needs. In my opinion, a softer and more pleasant term is "a child who needs special care."

The inclusion of every kid with special needs in the educational environment and flexibility in teaching approaches are the main goals of inclusive education.

The main goal of an educational institution is to create special conditions (a universal barrier-free environment) for the development and social adaptation of students with special educational needs and their peers.

Inclusive education plays an important role in ensuring that children with disabilities are actively involved in the learning environment and the process of socialization. It provides equal opportunities for all children to develop academically, socially, and emotionally. In order to achieve this, educators and schools must apply various effective methods that address the individual needs of each kid.

One of the most important approaches is the individualized method of teaching. Every child with a disability has unique abilities and challenges, therefore



it is essential to develop Individualized Education Plans (IEPs). These plans help instructors adapt the curriculum, teaching strategies, and learning pace according to the child's needs. This ensures that students are able to participate in lessons more comfortably and effectively.

Another significant method is differentiated instruction. Instructors ought to use a variety of teaching techniques such as visual, auditory, and practical activities. By presenting information in different ways, children can better understand and retain knowledge. Simplifying instructions and using real-life examples also helps make learning more accessible and engaging.

The inclusion of the most marginalized children in inclusive education is one of the main priorities of UNICEF in Uzbekistan.

Despite the progress achieved, inequality still persists, especially with regard to preschool children in rural areas and children with disabilities. While working to improve the quality of education, UNICEF places special emphasis on inclusiveness and ensuring access to quality education for the most vulnerable students. Based on UNICEF's Guidelines for Universal Design of School Buildings, UNICEF has supported the design of schools with accessible infrastructure for students with disabilities, as well as the implementation of related improvements in a regular school in Tashkent. This serves as a model for further expansion.

Within the framework of the c project, UNICEF cooperates with the government to ensure access to education and to introduce inclusive technologies in fifty model schools across the Republic of Uzbekistan. This process has formed the basis for revising existing standards for school construction and equipment, which has helped the Ministry of Preschool and School Education fulfill its commitment to ensuring accessibility in 20% of all newly built and reconstructed schools by 2027.

UNICEF and the Ministry of Preschool and School Education have launched a project to create inclusive schools. Within this initiative, new guidelines, standards, requirements, and mechanisms for inclusive education will be piloted to develop new legislation and policies aimed at improving the quality of inclusive education. These



model schools of excellence will be expanded to research, demonstrate, study, and disseminate best practices.

When the context goes about methods of involving children with disabilities in Uzbekistan, it is difficult to imagine this theme without our president's words.

"Our core idea is to dignify the value of a person." — Shavkat Mirziyoyev

This statement emphasizes that every individual, regardless of their physical or mental abilities, deserves respect, equal rights, and opportunities for development. In the context of education, it means creating inclusive environments where children with disabilities are supported, valued, and actively involved in both learning and social life. It reflects the idea that society should remove barriers and provide conditions that allow every child to reach their full potential and feel a sense of belonging.

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