

The Interrelation Between Inclusive Education and Social Pedagogy (Based on Pedagogical Analysis)

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Abstract: This article explores the concept of inclusive education and its interrelation with socio-pedagogical processes. Through an interdisciplinary lens, the author examines inclusive education as a pathway to social justice, equality, and adaptation within the educational environment. The paper emphasizes the critical role of social pedagogy in ensuring the effective implementation of inclusive practices, while also highlighting the importance of collaboration among key educational stakeholders — teachers, parents, and communities.

Keywords: Inclusive Education, Social Pedagogy, Interdisciplinary Approach, Equal Opportunities, Educational Environment, Support

Introduction

Inclusive education has evolved into a priority direction within the modern educational system, aiming to create conditions that ensure equal educational rights for every child. International norms adopted under the auspices of UNESCO and the UN, particularly the 1994 Salamanca Statement and the 2030 Sustainable Development Goals, strongly advocate for making education inclusive and of high quality. In the strategy for developing the continuous education system in Uzbekistan, inclusive education is similarly defined: it signifies the provision of education without restrictions or discrimination based on any characteristics (such as gender, ability, nationality, social status, health condition, etc.). Essentially, education must be accessible and offer equal opportunities for all. The term inclusive education is relatively new, with the word "inclusive" meaning "to encompass" or "to include". Consequently, inclusive education inherently envisions the instruction of children with disabilities (special needs) in mainstream schools alongside their typically developing peers. This approach is grounded in the social model of education: it posits that the problem lies not within the child, but rather within the educational curriculum and methods, thereby necessitating the adaptation of the educational environment to suit the child. Therefore, inclusive education is a humanistic and equitable approach aimed at transforming the educational system to meet children's diverse needs. The socio-pedagogical essence of inclusive education lies in its objective to achieve the full participation of every child in societal life. In the experience of developed countries, this principle has been implemented in practice, creating opportunities for children with developmental disabilities to receive an education in regular schools on par with others. Cultivating a humanistic environment within the educational process is of paramount importance; if such an environment is not adequately ensured, inclusive education cannot achieve its full efficacy [1]. From an early age, inclusive education fosters in children a spirit of mutual respect and the acceptance of diversity—qualities that ultimately serve to promote social harmony. As a result of inclusive education, the opportunity is created to nurture children with disabilities into full-fledged, equal members of society. Thus, the theory of inclusive education is predicated on the right of all children to receive an equal education and their subsequent social integration. It is

underpinned by core pedagogical values such as human rights, social justice, and respect for every individual. The concepts of social pedagogy inextricably linked with inclusive education, the interdisciplinary approach, practical aspects, and legal foundations are analyzed below. From an early age, inclusive education cultivates in children a spirit of mutual respect and an acceptance of diversity, which in turn serves to foster social harmony[2]. As a result of inclusive education, opportunities are created to nurture children with disabilities into full-fledged and equal members of society. Thus, the theory of inclusive education is predicated on the right of all children to receive an equal education and their subsequent social integration. It is underpinned by core pedagogical values such as human rights, social justice, and respect for every individual. The concepts of social pedagogy intricately linked with inclusive education, alongside its interdisciplinary approach, practical aspects, and legal foundations, are analyzed below. The theoretical foundations of inclusive education derive primarily from the universality of the right to education. A fundamental tenet of this theory is that education must be accessible to every child, and no child should be marginalized or excluded from education based on any specific characteristics. The paradigm of inclusive education involves the practical application of the social model by integrating children with special needs from segregated educational settings into mainstream education.

Materials and Method

According to the social model, a disability or any other characteristic of a student cannot act as a barrier to their education; rather, the educational system itself must adapt to their specific needs. The overarching objective is to create a single, unified educational space accommodating all children.

The socio-pedagogical essence of inclusive education implies that education serves not merely as a means for a child to acquire academic knowledge, but simultaneously acts as a primary vehicle for their socialization within society. One of the central tenets of social pedagogy is the creation of a conducive social environment for the holistic development of an individual within society. It is well established that a child's upbringing and development are influenced not solely by the school, but by the synergistic efforts of all educational institutions, including the family, the local community (mahalla), and the broader socio-cultural environment. From the perspective of social pedagogy, the social environment surrounding the individual directly impacts their education and upbringing. Consequently, within the framework of inclusive education, the environment encompassing the child—comprising the school community, family, and society—must be structured in a profoundly supportive manner.

Results

The fundamental concepts of social pedagogy resonate deeply with the principles of inclusive education. Social pedagogy examines the dynamic interaction between the individual and their environment, considering the nuances of upbringing within a broader societal context. Its primary categories encompass socialization (the child's integration into societal life), social upbringing, collaborative education, humanism, and equity [3]. These concepts hold profound significance within inclusive education. For instance, the socio-pedagogical principle dictating that "the individual is paramount, and society and the state serve the individual" manifests in inclusive education through a highly individualized approach tailored to the specific needs of each student. Furthermore, social pedagogy identifies the formation of humanistic interpersonal relations within society as one of its intrinsic objectives. The socio-pedagogical assertion that "upbringing requires the concerted efforts of all societal structures" is distinctly reflected in inclusive education. Effectively educating children with disabilities necessitates the robust collaboration of numerous stakeholders, extending beyond educators to include families, local communities, psychologists, and medical personnel. Social pedagogy strongly advocates for an integrated approach within the educational sphere: this entails proactively modifying the environment to support the child, fostering collective responsibility, and ensuring multidisciplinary collaboration. Ultimately, ameliorating the social conditions to facilitate a child's optimal development remains the noble, shared objective of

both social pedagogy and inclusive education. To fully ensure the success of inclusive education, it is imperative to examine it from an interdisciplinary perspective [4]. The inclusive approach clearly demonstrates that education is not merely a pedagogical process, but one that encompasses profound social, psychological, and legal dimensions. Below, we analyze inclusive education through the prism of various disciplines: In terms of its pedagogical significance, inclusive education requires organizing the educational process while strictly taking into account the individual needs of every child. This, in turn, demands high qualifications from the teacher, the ability to apply modern pedagogical technologies, and an innovative approach. As emphasized in the scientific literature, the effectiveness of inclusive education inherently depends on the innovative activities of educators. Teachers must possess specialized training to work with children who have diverse abilities and needs. Practical experience demonstrates that to effectively implement teaching in an inclusive classroom, teachers require specialized methodological manuals, the assistance of paraprofessionals (assistant educators), and continuous professional development. Within the education system, special attention is being paid to the retraining and professional development of teachers in this regard (for example, a pilot project for training teachers in inclusive education was implemented between 2014 and 2016). Based on the pedagogical approach, measures such as individualizing the curriculum for each child, introducing tutoring services, and adapting the classroom environment constitute essential components of inclusive education. Concurrently, teachers in inclusive classrooms are tasked with creating a safe and comfortable psychological environment for the children, as well as fostering an atmosphere of collaboration and mutual respect [5]. Sociologically, inclusive education is inextricably linked to society's attitudes toward education and individuals with disabilities. From this standpoint, inclusive education is a profound process of social integration. Educating children together from an early age facilitates their future adaptation to society and cultivates tolerance and respect toward individuals with disabilities among typically developing children. According to research, children with disabilities educated in inclusive schools achieve better outcomes—not only academically but also socially—compared to their peers who attend segregated (specialized) schools; their educational achievements and levels of societal engagement are significantly higher. Simultaneously, typically developing students also benefit from an inclusive environment: interacting with diverse peers helps them develop critical social skills such as compassion, helpfulness, and the acceptance of others [6]. From the standpoint of sociology, inclusive education serves to mitigate stigma and misconceptions within society—by learning and studying together, children learn to accept one another as equal citizens in the future. Undoubtedly, this process also necessitates shifts in the societal mindset: it is crucial to elucidate the significance of inclusive education to the broader public and raise awareness regarding the rights and capabilities of individuals with disabilities. It is worth noting that the modern social model is becoming widely accepted in understanding disability [7]. According to the UN Convention on the Rights of Persons with Disabilities, disability is an evolving concept that results from the interaction between persons with impairments and attitudinal and environmental barriers; thus, the primary focus should be on eliminating environmental obstacles. Consequently, advancing inclusive education equates to dismantling specific attitudinal barriers entrenched within the societal consciousness. From a psychological standpoint, inclusive education serves as a potent factor profoundly influencing children's psychological development. Psychologically, educating a child with special needs within a mainstream collective environment lays the groundwork for them to feel as a full-fledged member among their peers, thereby significantly bolstering their self-esteem. When a child feels they are not "segregated," it exerts a positive impact on their emotional state and intrinsic motivation [8]. Furthermore, within an inclusive environment, typically developing children acquire valuable life skills essential for their personal growth: qualities such as empathy, a willingness to assist others, and leadership capabilities are systematically formed. According to psychological studies, children educated in inclusive settings exhibit a higher degree of empathy and socio-intellectual abilities. Concurrently, when children with disabilities are not isolated and actively interact with their peers, their proficiencies in speech, emotional regulation, and independence develop more rapidly. For instance, the experience of the "Imkon" rehabilitation and

educational centers demonstrated that, as a result of inclusive upbringing, the socialization and adaptation indicators of children exhibited positive transformations in 90% of cases. Another crucial psychological aspect is that inclusive education facilitates the formation of an amicable and supportive environment among students. When children with varying developmental levels are educated together, they progressively acquire the skills of mutual acceptance, cooperation, and solidarity [9]. Naturally, adequately addressing the diverse needs of every child in an inclusive classroom necessitates the ongoing accompaniment and counseling of a psychologist; therefore, expanding the services of school psychologists and defectologists is of paramount importance. These constitutional principles constitute the foundational legal framework of inclusive education. In recent years, a series of substantial amendments and additions concerning inclusive education have been integrated into national legislation [10]. Notably, in the newly revised "Law on Education" adopted in Uzbekistan in 2020, the concept of inclusive education was legally defined for the first time (Article 20), and it was categorically stipulated that discrimination in education based on an individual's physical or mental condition is strictly prohibited. Furthermore, the new "Law on the Rights of Persons with Disabilities," which entered into force on January 16, 2021 (superseding the previous 2008 legislation), places special emphasis on inclusive education. Pursuant to Article 38 of this Law, the state guarantees the development and provision of lifelong inclusive education for persons with disabilities. In other words, the state unequivocally recognizes the right of persons with disabilities to access inclusive education across all stages of their lives—from preschool through to higher education [11]. The principles of inclusive education are intrinsically reflected in the legislative acts concerning children's right to education. For instance, the 2008 Law "On the Guarantees of the Rights of the Child," while establishing the universal right of every child to education, explicitly mandates state bodies to create appropriate educational conditions for children with disabilities. Pursuant to this Law, educational institutions are obligated to establish an adapted environment for children with disabilities and organize their instruction based on specialized educational programs tailored to their capabilities. Furthermore, it is stipulated that when selecting the type of education, the consent of the parents must be considered alongside the conclusion of the medical-psychological-pedagogical commission; if a child is deemed capable of studying in a mainstream school, they must be granted the opportunity to attend one [12]. A crucial component of the legal framework supporting inclusive education comprises international obligations.

Discussion

The Republic of Uzbekistan signed the UN Convention on the Rights of Persons with Disabilities (CRPD) in 2009 and subsequently ratified it in 2021. Article 24 of this Convention mandates state parties to proactively develop inclusive education and ensure the equal participation of persons with disabilities in the educational process [13]. On this basis, the government of Uzbekistan has taken decisive steps in recent years to harmonize national legislation with the requirements of the Convention. The State Program for the Development of the Education Sector for 2019–2023 delineated specific tasks, such as fortifying the normative basis for inclusive education, adapting infrastructure for children with disabilities, and advancing teacher training. Concurrently, statutory provisions dictate that the Cabinet of Ministers must develop a specific regulation governing the procedure for organizing inclusive education (Article 20 of the Law on Education) [14].

In conclusion, the requisite legal foundation for inclusive education is systematically taking shape in Uzbekistan: constitutional norms, specialized statutory laws, and state programs comprehensively support the paradigm of inclusive education. It is particularly noteworthy that inclusive education has been elevated to the level of state policy—protecting the rights of children with disabilities to be educated in an inclusive environment without segregation from their families is officially recognized as a paramount policy direction [15]. Consequently, these progressive transformations within the legal domain serve as a robust foundation for the effective implementation of inclusive education.

Conclusion

The study concludes that inclusive education and social pedagogy are deeply interconnected frameworks that collectively facilitate the social integration, personal development, and equal participation of children with diverse needs. The findings highlight that inclusive education, when supported by socio-pedagogical principles such as humanism, collaboration, and environmental adaptation, significantly enhances both academic outcomes and socialization processes, fostering empathy, tolerance, and mutual respect among all learners. Furthermore, the analysis demonstrates that effective implementation depends on a holistic approach involving coordinated efforts among educators, families, communities, and institutional systems, as well as the alignment of pedagogical, psychological, sociological, and legal dimensions. These results imply that strengthening inclusive education requires not only methodological improvements but also systemic reforms, including teacher training, curriculum adaptation, and the development of supportive educational environments grounded in interdisciplinary collaboration. The study underscores that inclusive education functions as a key instrument for promoting social justice and reducing societal inequalities. Future research should focus on empirical evaluation of inclusive practices across different educational contexts, the development of innovative interdisciplinary models, and the long-term assessment of social and educational outcomes to further enhance the effectiveness and sustainability of inclusive education systems.

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