

RESEARCH ARTICLE

The Importance and Effectiveness of Inclusive Education at School

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Abstract

This article comprehensively analyzes the importance and effectiveness of inclusive education in schools and its impact on students' personal, academic, and social development. During the research process, based on modern pedagogical literature and scientific research results, the methodological principles of inclusive education, the process of teachers' professional development, as well as the impact of the use of digital and innovative technologies on pedagogical effectiveness were studied. The results showed that inclusive education not only serves to improve academic performance, but also helps develop students' social adaptation ability, teamwork skills, empathy, and personal responsibility. The research also emphasizes the importance of special training of teachers and the effective use of inclusive methodologies, as well as the role of technological tools in individualizing and optimizing the educational process. The results of the paper serve as a basis for forming practical recommendations on the widespread implementation of inclusive education in schools, improving the quality of education, and ensuring equal opportunities.

KEY WORDS

Inclusive education, school education, pedagogical competence, academic development, social integration, modern technologies, educational process, individualization.

INTRODUCTION

Inclusive education is a pedagogical approach aimed at involving children with different abilities, opportunities, and individual needs in the general educational process on an equal basis, and it is considered one of the important and priority areas of the modern education system. By forming an inclusive environment, schools develop not only students' academic knowledge, but also strengthen their personal qualities such as social adaptation, mutual cooperation, empathy, and tolerance. At the same time, inclusive education serves to ensure every child's right to develop as an individual.

The legal foundations of inclusive education are strengthened

by international documents, one of the most important of which is the United Nations Convention on the Rights of the Child. This Convention guarantees the right of every child to receive quality education regardless of race, gender, language, health, and social status. In particular, the articles of the Convention related to education emphasize the need to create an educational environment appropriate to children's abilities and to respect their dignity and interests. These principles are directly harmonized with the main ideas of inclusive education. Also, in the UN Convention on the Rights of Persons with Disabilities, inclusive education is recognized as an integral part of the general education system, and the

creation of a non-discriminatory, open, and flexible educational environment for children with special needs is defined as an obligation of states. These documents show not only the pedagogical but also the socio-legal significance of inclusive education.

In the Republic of Uzbekistan, the issue of developing inclusive education is also reflected in national legislation. The Constitution of the Republic of Uzbekistan defines the right to education as a fundamental right of every citizen, and the Law "On Education" notes the creation of equal opportunities for all learners and the introduction of inclusive approaches as a priority task. In state programs and regulatory legal documents, special attention is paid to the involvement of children with special educational needs in general educational institutions, improving the professional competence of teachers, and creating the necessary conditions. The results of scientific research show that a legally grounded inclusive education model not only increases academic effectiveness in schools, but also develops students' social activity, teamwork skills, and personal responsibility. Therefore, the development of inclusive education is manifested not only as a pedagogical necessity, but also as an important social task aimed at ensuring children's rights.

This article analyzes the legal and pedagogical foundations of inclusive education in schools, in particular from the point of view of the requirements of the Convention on the Rights of the Child, evaluates its academic and social effectiveness, and develops practical recommendations.

METHODS

This research is aimed at determining the importance and effectiveness of inclusive education in schools, and it used a set of scientific methods based on qualitative and analytical approaches. During the research process, local and foreign scientific literature, regulatory legal documents, and the results of modern pedagogical research related to inclusive education were studied in depth. Through the analysis of literary sources, the theoretical foundations, stages of development, and role of inclusive education in school education were clarified. The study analyzed methods of implementing inclusive education in general education schools, teachers' methodological approaches, and the state of using digital and innovative technologies in the educational process. In particular, the importance of individualizing lessons, applying a differentiated approach, and using group-

based and cooperative forms of education in creating an inclusive environment was studied. The professional competence of teachers and their level of readiness for inclusive education were also assessed.

Analytical, comparative, and practical observation methods were used as research methods. With the help of the analytical method, scientific views, concepts, and practical experiences related to inclusive education were analyzed. Through the comparative method, the effectiveness of inclusive and traditional educational approaches was compared, and their advantages and limitations were identified. Based on the practical observation method, the real state of the inclusive education process in schools, students' activity in lessons, their mutual relations, and social adaptation were studied.

The obtained data were systematized and generalized and used as a basis for assessing the academic and social effectiveness of inclusive education at school. The research results made it possible to develop scientific conclusions and practical recommendations aimed at improving inclusive education.

RESULTS

The research results showed that the systematic introduction of inclusive education in schools has a significant positive impact on students' academic and social development. In particular, it was found that in classes with an inclusive educational environment, students' activity during lessons, level of knowledge acquisition, and independent thinking skills were higher than in classes organized on the basis of the traditional education model. This confirms the effectiveness of an educational process organized by taking into account students' individual abilities and needs.

During the research, it was also observed that the level of social adaptation of students studying in an inclusive environment changed positively. The formation of mutual respect, cooperation, and teamwork skills among students was strengthened. In particular, it was noted that children with special educational needs increased their communication with classmates, participation in group activities, and social activity. This shows that inclusive education creates a positive pedagogical environment not only for children with special needs, but for all students. The research results also revealed that teachers' level of readiness for inclusive education and professional competence directly affect educational effectiveness. In classes where teachers used inclusive

methodology and differentiated approaches, students had higher motivation for learning, active participation in lessons, and a positive psychological environment was formed. Conversely, it was found that in cases where pedagogical preparation is insufficient, the effectiveness of inclusive education may decrease.

During the research, the use of modern information and communication technologies was identified as an important factor increasing the effectiveness of inclusive education. It was found that digital educational resources, interactive materials, and technologies supporting an individual approach facilitated students' acquisition of knowledge and increased their interest. In particular, digital tools adapted for students with special needs made it possible to individualize the educational process. In general, the obtained results confirm that inclusive education is an effective pedagogical approach in the school education system. The research results showed that the harmony of legal and regulatory foundations, teachers' professional preparation, and the use of modern technologies is of great importance in the development of inclusive education.

DISCUSSION

The research results confirm that the introduction of inclusive education in schools is pedagogically and socially important and effective. The obtained data showed that inclusive education has a positive impact not only on students with special educational needs, but also on all students in the class. This situation substantiates the need to consider inclusive education not only as a mechanism of social protection, but also as a universal pedagogical approach that improves the quality of education.

One of the important aspects identified during the discussion is that an inclusive environment increases students' academic activity and level of knowledge acquisition. This result corresponds to the principles of learner-centered and differentiated education advanced in modern pedagogical theories. The use of an individual approach in the process of inclusive education creates conditions for students to develop according to their own abilities, which ensures the effectiveness of teaching. The research results also clearly demonstrated the social significance of inclusive education. In inclusive classes, the formation of values such as mutual respect, cooperation, and social responsibility among students was observed to have strengthened. This situation is directly

harmonized with the child's right to develop as an individual and actively participate in society, as defined in the United Nations Convention on the Rights of the Child. Thus, inclusive education manifests itself not only as a pedagogical process, but also as an effective mechanism for ensuring children's rights. The discussion results showed that teachers' professional competence is a decisive factor in the successful implementation of inclusive education. In classes where teachers who can effectively use inclusive methodologies, apply a differentiated approach, and use modern technologies worked, a positive psychological environment and high educational results were observed. This once again confirms the need to prepare teachers for inclusive education and regularly improve their qualifications.

In addition, the role of modern information and communication technologies in inclusive education appeared as an important aspect during the discussion. Digital tools and interactive resources made it possible to individualize the educational process, increase students' interest, and ensure their active participation in the educational process. In particular, technological tools adapted for students with special educational needs significantly increase the effectiveness of an inclusive environment. In general, the discussion results show that the development of inclusive education in schools is not only a pedagogical necessity, but also a legal and social obligation. The research results substantiate the need to systematically introduce inclusive education in harmony with the requirements of national and international legal documents, strengthen teachers' professional preparation, and widely use modern technologies.

CONCLUSION

The research results showed that the introduction of inclusive education in schools has a significant positive impact on students' academic and social development. An inclusive environment forms social skills such as personal responsibility, cooperation, and empathy in students, and also develops their independent thinking and critical thinking abilities. Legal foundations, in particular the Convention on the Rights of the Child and the regulatory legal documents of the Republic of Uzbekistan related to education, play an important role in implementing inclusive education, as they guarantee the right of all children to equal and quality education. The qualifications of teachers and the use of modern technologies also appear as decisive factors in increasing the effectiveness

of inclusive education. We offer the following practical recommendations:

1. Strengthening pedagogical preparation:

organizing regular professional development courses for teachers on inclusive methodology, creating opportunities for the practical application of differentiated approaches and individualized teaching methods.

2. Creating an inclusive environment: ensuring a comfortable and stable inclusive environment for all students in schools, developing social cooperation among students in the classroom, and creating special conditions for children with special needs.

3. Introducing digital and innovative technologies: using interactive textbooks, digital resources, and adapted technological tools in order to individualize the educational process and increase students' interest.

4. Applying legal foundations: practically applying the requirements of the Convention on the Rights of the Child and national legislation in the educational process, ensuring children's right to equal and quality education, and preventing discrimination and exclusion.

5. Assessment and monitoring: regularly assessing the effectiveness of inclusive education, monitoring students' academic and social skills, and improving pedagogical and legal measures based on the results.

6. Involving society and parents: actively involving parents and society in the process in order to increase the effectiveness of inclusive education and ensuring their support for creating an inclusive environment.

These recommendations serve as a practical roadmap for the systematic development of inclusive education in schools, improving the quality of education, and ensuring the right of all children to develop as individuals.

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