

## THE IMPACT OF FAMILY AND SOCIETY ON INCLUSIVE EDUCATION

Rakhimova Khurshidakhon Sadikovna  
Associate Professor, Department of Special Pedagogy,  
Kokand State University

O'ktamova Muxtasar Ravshanbek qizi  
2nd-Year Student of the Surdopedagogy Department,  
Kokand State University

### ABSTRACT

This article explores inclusive education and its impact on society, as well as the role of families and communities in the education system. The importance of collaboration between the state, society, and families in the development of inclusive education is emphasized. The article describes the support of parents for inclusive education, their attitudes toward their children, and the public perception of this system. It highlights the necessity of family and community readiness for inclusive education, the preparation of pedagogical staff, the improvement of schools' material and technical resources, and the creation of a supportive social environment for children with disabilities.

**Keywords:** Inclusive education, Society, Family, Education system, Children with disabilities, Special educational needs, Equal opportunities, Parental role, Social justice, Child development, Special needs, Concept of inclusive education.

### Introduction

Currently, the concepts of inclusive education and an inclusive society are gaining increasing popularity among the population. However, it is evident that not all children with special needs and disabilities are fully involved in inclusive education today. Ensuring their access to quality education is one of the key prerequisites for their successful social integration, active participation in community life, and the ability to fully express themselves in various spheres of professional and social activity. Inclusive education utilizes a flexible approach that addresses diverse educational needs.

It is encouraging that on September 23, 2020, the Government of Uzbekistan adopted a new version of the Law "On Education," which, in Article 20, legally defines inclusive education as: "Inclusive education is aimed at ensuring equal opportunities for all learners to receive education in educational institutions, taking into account the diversity of special

---

educational needs and individual abilities.” This legal recognition marks an important step forward.

In Uzbekistan, the development of inclusive education, the improvement of the system for educating children with special educational needs, and the enhancement of the quality of educational services provided to them have been outlined as national priorities. This direction has been formalized in the Presidential Decree No. PQ-4860 dated October 13, 2020, titled “On measures to further improve the system of education and upbringing for children with special educational needs,” which also approved the *Concept for the Development of Inclusive Education in the Public Education System for 2020–2025* and the *Roadmap for the Implementation of the Concept in 2020–2021*.”

In the New Uzbekistan, an innovative direction is being developed within the special education system – inclusive education. A long-term National Strategy project has been formulated in this regard. This document lays the foundation for improving the inclusive education system in the Republic of Uzbekistan and, in turn, ensures equal rights for every child to receive quality education adapted to their individual needs, regardless of gender, race, ethnicity, language, religion, social status, or physical and mental development.

Inclusive education contributes to creating equal opportunities in society and helps each child reach their full potential. However, the success of such a system is not limited to schools and educational institutions alone; the involvement of families and the wider community in this process is also critically important. The engagement of families, parents, and society in inclusive education significantly affects the overall quality of education and the development of children.

Parents are considered the most important educators for their children. Their role is not only felt at home but also significantly influences the educational environment. As key figures in preparing their children for inclusive education, parents carry great responsibility. Their support for inclusive education positively impacts their children’s academic success. Children with special needs, when supported by their families, feel more comfortable in society and become more confident in realizing their potential.

The home environment plays a crucial psychological role in a child's development. When parents understand their children's needs and maintain consistent communication with them, it strengthens the child's self-confidence. In turn, this fosters academic success. Active parental involvement in inclusive education supports children not only academically, but also socially and emotionally.

The significance of inclusion at every stage of lifelong learning is deeply rooted in historical perspectives and cultural heritage. When positive relationships are established among members of society, such societies tend to grow, develop rapidly, and form resilient structures capable of withstanding external influences. The presence of individuals with various disabilities within society is a natural reality. Positive attitudes toward this group are closely tied to the degree to which humanistic, mutually beneficial, and person-

centered principles are prioritized in the functioning of social institutions and state systems.

When there is effective and mutually beneficial collaboration among educational institutions, families, local communities (mahallas), medical services, non-governmental organizations, secondary special education institutions, and higher education systems, it enables the early and effective inclusion of children with disabilities into quality education. Today, scientific research efforts are increasingly focused on ensuring that every citizen's right to education is fulfilled in a timely manner, based on their needs and labor market demands. Inclusive education is likewise built upon mutually beneficial cooperation between families, society, and state institutions. The supportive attitude of community (mahalla) members toward families with children with disabilities plays a crucial role in facilitating the early inclusion of these children into society. However, the influence of local communities cannot be effective without the involvement of state institutions, including medical services and the education system. To strengthen this chain of support, it is essential to foster warm and stable interpersonal relationships at every link.

The attitude of society toward inclusive education is also of great importance. When society supports inclusive education, it contributes not only to the development of educational institutions but also to the advancement of the overall social culture. Public attention toward inclusive education helps ensure equal opportunities for all children, promotes social justice, and fosters mutual respect among different segments of the population.

Public organizations, government institutions, and educational establishments are implementing various initiatives to promote inclusive education. For example, specialized methodologies and resources for children with special needs, the expansion of opportunities within the education system, and the implementation of social support programs all contribute to the effective development of inclusive education in society. These initiatives serve to provide equitable access to education for children from all backgrounds.

On October 12, 2021, the Cabinet of Ministers of the Republic of Uzbekistan approved a number of regulatory and legal documents aimed at developing inclusive education for children with special educational needs. These documents were developed in accordance with the Presidential Decree dated October 13, 2020, titled "On Measures to Further Improve the System of Education and Upbringing for Children with Special Educational Needs."

The *Concept for the Development of Inclusive Education in the Public Education System for 2020–2025* outlines the following key priority tasks for advancing inclusive education in Uzbekistan, improving the education and upbringing system for children with special needs, and enhancing the quality of educational services provided to them:

- Developing and approving building standards and requirements for educational institutions attended by children with special educational needs;

- 
- Implementing measures to provide these institutions with necessary educational literature, teaching materials, and a sufficient material and technical base, including equipment for vocational training;
  - Establishing an inclusive education system by equipping educational institutions with special tools and facilities (such as elevators, ramps, handrails, etc.), as well as assigning relevant personnel (including special education teachers and specialists for psychological and pedagogical support);
  - Gradually equipping boarding schools with specialized devices and tools to support the adaptation and integration of children with special educational needs.
  - In order to engage in a comprehensive discussion of any issue, it is essential to listen to all perspectives – not only those of specialists and relevant authorities, but also the opinions and attitudes of members of society. It is no secret that our society is not yet fully prepared for the implementation of inclusive education. There have been cases in which children with disabilities attending mainstream schools under inclusive education models have suffered both emotionally and physically due to negative public attitudes.
  - What is most regrettable is that, in some cases, even educational personnel contribute to this problem. The open objections of some parents and the inappropriate guidance they give to their children often foster negative attitudes toward classmates with disabilities. Although efforts are underway to address organizational issues such as material-technical infrastructure, creating accessible environments for children with disabilities, and training qualified pedagogical staff – and while these efforts are expected to bear fruit in the near future – societal attitudes must also change in a positive direction. Without this shift, inclusive education cannot achieve its intended outcomes.
  - The primary goal of inclusive education is to integrate children with disabilities into society. When viewed from a different angle, the resistance of some members of society – especially students, their parents, and even certain educators – to inclusive education, and the continued segregation of children with disabilities, only reinforces the necessity of inclusive practices. For many years, children with disabilities have been taught separately from their typically developing peers, and even their living arrangements were segregated – for instance, individuals with hearing impairments often lived together in isolated communities.
  - Individuals with disabilities often feel most comfortable when they can communicate freely, including through sign language, and when they are among others who share similar experiences. However, such circumstances have also led to a significant gap in understanding – many members of the general population have little to no information about people with disabilities and rarely interact with them in everyday life. As a result, they often fail to recognize that individuals with disabilities also possess diverse abilities and potentials.
  - For example, there is a widespread misconception that individuals with hearing impairments also suffer from intellectual disabilities. In reality, many are intellectually

capable. Their hearing impairment may lead to delayed speech development as a secondary effect, but with appropriate correctional intervention, they can develop oral language skills and even communicate verbally. This often comes as a surprise to those unfamiliar with inclusive education or the capabilities of these individuals.

- If inclusive education is effectively implemented and barriers between people with disabilities and the rest of society are removed, society will begin to see individuals with disabilities not as different, but as equals. Children will no longer be surprised by the presence of classmates with disabilities. Children with disabilities, in turn, will stop feeling inferior or “less than.” They will begin to see themselves as unique individuals whose conditions should not prevent them from accessing opportunities.

- Children with hearing impairments will no longer feel ashamed of wearing hearing aids or cochlear implants; children with visual impairments will wear thick glasses without embarrassment; and those with physical disabilities will use wheelchairs with confidence. These are not choices they made for themselves – they are circumstances of fate. Blaming, mocking, pushing aside, or discriminating against them is incompatible with the values of humanity, religion, or any moral or legal norm.

- Children with disabilities – and their parents – wish to stand side-by-side with their typically developing peers. They, too, desire to live freely, to participate fully in society, and to be treated with dignity and respect, just like everyone else.

How can the barrier between individuals with disabilities and the broader, able-bodied segments of society be effectively dismantled? What specific measures should be taken to raise public awareness, ensure a proper understanding of the essence of inclusive education, and foster the societal acceptance of people with disabilities as equal and full-fledged members of the community?

While this issue has been addressed at various conferences and community meetings, and relevant strategies have been initiated, the progress remains slow. To accelerate positive outcomes, the following practical steps are necessary:

- Organizing more large-scale public awareness events;
- Utilizing television, mass media, and producing social video clips (PSAs);
- Launching competitions among talented youth for the best social video projects on inclusive education;
- Engaging celebrities, actors, and singers in advocacy campaigns;
- Promoting the topic actively on social media platforms through challenges, campaigns, and marathons;
- Collaborating with well-known bloggers and influencers to reach wider audiences;
- Encouraging private businesses and large organizations to participate in inclusion efforts;

Additionally, educators in general education schools should be retrained on the goals, content, and implementation of inclusive education. Schools should also conduct essay competitions among students on the value of inclusion. Curriculum subjects such as “Man

and His Health” (Grade 8), civics, ethics, class hours, and law education should include content on disability types, inclusive rights, and special needs.

Textbooks must be adapted accordingly. In public spaces – city centers, malls, recreational venues – social advertisements and advocacy materials should be displayed. Charity campaigns and continuous awareness activities must be organized. These comprehensive efforts are key to preparing society for true inclusion.

Inclusive education promotes social justice, equity, and stability within society. When families and communities are engaged in this process, it strengthens children’s self-confidence and allows them to realize their full potential. Parental and public involvement enhances the overall quality of education and fosters equal opportunities for all children. To further develop inclusive education, it is crucial that parents, communities, and the government maintain close cooperation and provide ongoing support.

## References

1. Law of the Republic of Uzbekistan “On Education” (new edition). Adopted on September 23, 2020. Article 20.
2. Decree of the President of the Republic of Uzbekistan No. PQ-4860 “On Measures to Further Improve the Education and Upbringing System for Children with Special Educational Needs.” October 13, 2020.
3. Cabinet of Ministers Resolution, October 12, 2021. Inclusive education development documents for children with special needs.
4. Ministry of Public Education of the Republic of Uzbekistan. (2020). *Concept for the Development of Inclusive Education in the Public Education System of Uzbekistan for 2020–2025*.
5. Booth, T., & Ainscow, M. (2011). *Index for Inclusion: Developing Learning and Participation in Schools*. Centre for Studies on Inclusive Education (CSIE).
6. Sadikovna, Raximova Xurshidaxon, et al. "OG‘IR NUTQ KAMCHILIGINI BARTARAF ETISHDA MUTAHASSIS VA OILA HAMKORLIGI." *E Conference World*. No. 3. 2023.
7. Sadikovna, Raximova Xurshidaxon, and Akbarov Sarvarjon Sodiqjon o‘g‘li. "INKLYUZIV TA‘LIMNING MAQSAD VA VAZIFALARI." *E Conference World*. No. 3. 2023.
8. Sadikovna, Rakhimova Khurshidakhon, and Sattorova Dildora Mirzaakbarovna. "THE ESSENCE OF THE CONTENT OF “INCLUSIVE” AND “INTEGRATED” EDUCATION." *Galaxy International Interdisciplinary Research Journal* 11.12 (2023): 431-435.
9. Sadikovna, Rakhimova Khurshidakhon. "IMPROVING EDUCATIONAL WORK FOR CHILDREN WITH HEARING IMPAIRMENT." *Open Access Repository* 9.12 (2023): 397-402.

- 
10. Sadikovna, Rakhimova Khurshidakhon. "Theoretical Foundations For Teaching Future Surdopedagogs To The Development Of Speech Of Children With Cochlear Implants." *Onomázein* 62 (2023): December (2023): 2408-2416.
  11. RAKHIMOVA, DAUGHTER OF AMATJANOVA MOKYNUR OIBEK, and KHURSHIDAKHAN SADIKOVNA. "FORMATION OF WRITTEN SPEECH OF CHILDREN WITH HEARING DEFECTS IN INCLUSIVE EDUCATION." *Confrencea* 12.12 (2023): 478-484.
  12. SADIKOVNA, SATTOROVA DILDORA MIRZAAKBAROVNA RAKHIMOVA KHURSHIDAKHAN. "THE FIRST INSTITUTIONS OPENED FOR THE DEAF IN THE HISTORY OF DEAF PEDAGOGICS. THE IMO SIGN AND ORAL EDUCATION SYSTEM IS IMPLEMENTED FOR THEM." *Confrencea* 12.12 (2023): 461-468.