

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

THE “ISHONCH 2030” PROJECT AND PRACTICAL WORK ON IMPROVING THE QUALITY OF INCLUSIVE EDUCATION

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Annotation: In the 21st century, when the development of education is accelerating, it is equally clear to all of us that people with disabilities need to be integrated into society and that they have equal rights in education. It is important to bring inclusive education to a high level of development in the new Uzbekistan and to instill in the consciousness of our society that everyone has equal rights in education through practical demonstration.

Keywords: Inclusive education, project, special education, educator.

Each person is unique and has their own characteristics. In particular, our students also have different abilities and cultures. Accepting this diversity creates a school where each student is valued for who they are. This process is just beginning in Uzbekistan. Therefore, we all know that measures to support schools that grow and develop together, regardless of the background or needs of each child, and to expand their ICT capabilities and opportunities have moved from paper to practice. Yesterday, training seminars were organized in all regions of Uzbekistan in the cities of Khiva, Samarkand, Termez, Fergana, Tashkent (September 8-18, 2025) on the establishment of 50 inclusive digital model schools and the introduction of an approach to human resources, educational environment, and educational devices. This seminar was conducted by experts in inclusive education and teacher training such as Judith Hollenweger and Hayley Niad. Of course, this is also a clear evidence that education is moving forward step by step.

We all know that every child has equal rights in education. Although practical work is being carried out in our society on a large scale to develop inclusive education for students with special educational needs, there are gaps in some layers of our society. In particular, in the era of equal education of our time, we witness that our students with disabilities sometimes cannot join their peers, and sometimes their peers try to push this child away and keep him away. In order not to overlook such situations in inclusive education, measures are being considered to prevent bullying in education and eliminate such situations. International partners such as UNICEF and the UN support the efforts of the government of Uzbekistan to promote an inclusive and safe school environment.

In conclusion, practical measures do not bypass not only inclusive students, but also teachers and specialists. In particular, advanced training courses and seminars on inclusive methodologies and an individual approach are being organized for pedagogical staff. Educational and methodological manuals on special and inclusive education are being developed. Guidelines and standards have been established to monitor the state of work with children with special needs in educational institutions, the quality of infrastructure and services, and to create a safe and inclusive environment in general education schools, and their implementation is being monitored.

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