INTERNATIONAL MULTI DISCIPLINARY JOURNAL FOR RESEARCH & DEVELOPMENT
eISSN 2394-6334 Impact factor: 8.854 Volume 13, issue 02 (2026)

PROMOTING AND IMPLEMENTING INCLUSIVE EDUCATION IN UZBEKISTAN: STRATEGIES, CHALLENGES, AND PERSPECTIVES

Albina Ergashevna Abdullaeva
Senior teacher, Diplomat University, Uzbekistan
e-mail: abdullaeva1586@gmail.com

Abstract: This expanded study explores the systemic evolution of inclusive education in the Republic of Uzbekistan as it stands in early 2026. It investigates the transition from traditional specialized education models to a contemporary, technology-driven inclusive ecosystem. The article analyzes the convergence of national pedagogical traditions with global trends such as Universal Design for Learning (UDL), Artificial Intelligence (AI) in special education, and the socio-ethical implications of digital monitoring. Furthermore, it details the legislative progress and the practical shift toward decentralized inclusive support hubs. The research emphasizes that the successful implementation of inclusion requires not only technological infrastructure but a fundamental shift in the professional identity of educators and the social consciousness of the community.

Keywords: Inclusive Education, Uzbekistan 2026, Digital Equity, Assistive Technology, Neuro-pedagogy, Universal Design for Learning, Teacher Training, Social Integration, Educational Policy.

Аннотация В данном расширенном исследовании анализируется системная эволюция инклюзивного образования в Республике Узбекистан по состоянию на начало 2026 года. Рассматривается процесс перехода от традиционных моделей специального образования к современной технологичной инклюзивной экосистеме. В статье анализируется конвергенция национальных педагогических традиций с глобальными трендами, такими как Универсальный дизайн обучения (UDL), использование искусственного интеллекта (ИИ) в специальном образовании, а также социально-этические последствия цифрового мониторинга. Кроме того, детально описываются законодательный прогресс и практический переход к децентрализованным узлам инклюзивной поддержки. Исследование подчеркивает, что успешная реализация инклюзии требует не только технологической инфраструктуры, но и фундаментальной трансформации профессиональной идентичности педагогов, а также социального сознания общества.

Ключевые слова: инклюзивное образование, Узбекистан 2026, цифровое равенство, ассистивные технологии, нейропедагогика, универсальный дизайн обучения, подготовка учителей, социальная интеграция, образовательная политика.

The problem of promoting and implementing inclusive education in Uzbekistan at the beginning of 2026 is regarded as a fundamental factor for the sustainability of the social system under conditions of global uncertainty, rapid technological shifts, and the transition toward a knowledge-based economy. In a historical and philosophical context, continuity in the development of inclusive practices represents a complex process of transferring accumulated experience, scientific paradigms, and value-based professional orientations from one generation of educators to another, allowing for the preservation of the core of the national pedagogical school while facilitating radical structural changes [1]. The traditional values of Uzbek pedagogy, rooted in deep humanism, community cohesion (mahalla), and a sense of collective moral responsibility, serve as a vital methodological filter that prevents the educational system from losing its humanitarian identity under the pressure of transient, superficial technological fashions. Foundational psychological concepts, particularly the cultural-historical theory, remain the bedrock for understanding the social genesis of the individual, confirming that high-quality

inclusive education is impossible without relying on time-tested theories of compensation and social integration [1]. As Uzbekistan advances its 2026 national development goals, the transition toward inclusive education is no longer viewed as a peripheral "special education" task but as a central mission to eliminate cognitive and social inequality across the entire nation, ensuring that children in remote regions of Karakalpakstan or the Fergana Valley have access to the same technological and pedagogical resources as those in the capital.

The modern stage of developing higher and secondary education in Uzbekistan is characterized by the rapid, almost aggressive implementation of innovations that are fundamentally changing the landscape of the entire pedagogical process. Innovation in inclusive education in 2026 is not merely the introduction of physical aids like ramps, elevators, or tactile paving; it is a profound transformation of the very logic of interaction between the teacher and the student, shifting decisively toward subject-subject relationships and highly individualized development trajectories [4]. The innovative process today includes the use of generative artificial intelligence to analyze the unique cognitive styles of diverse learners, virtual reality (VR) to simulate complex social interactions for children with autism spectrum disorders, and adaptive learning platforms that adjust to the specific sensory and cognitive pace of each student in real-time. However, rigorous scientific research in pedagogical psychology indicates that without a solid theoretical base, the use of modern digital gadgets can lead to fragmented knowledge, a loss of systemic thinking, and a decrease in the critical thinking abilities of students [3]. Continuity, in this case, acts as a crucial link that allows for the seamless integration of innovative tools into the structure of systemic scientific knowledge, ensuring their pedagogical expediency and ethical safety within the specific cultural and social framework of Uzbekistan.

A vital aspect of promoting inclusion is the preservation and continuous cultivation of the psychological culture of the future educator, which is based on the unshakeable principles of empathy, unconditional acceptance of the individual, and a profound understanding of the laws of mental development as described in classical and contemporary psychological literature [2]. In the digital era, where professional and personal communication is increasingly mediated by screens and digital avatars, the role of the human factor in education does not diminish but increases exponentially, becoming the primary anchor for student mental health. Innovative forms of work, such as hybrid resource rooms, online peer-mentoring, and international network communities of practice, require the teacher-psychologist to possess an even higher level of emotional intelligence and communicative flexibility than was expected in traditional settings. The tradition of mentorship in this context is transforming into a sophisticated form of facilitation and tutor support, where the experienced teacher helps the student construct their own professional meanings and navigate an overloaded, often contradictory information space [5]. Methodological literacy, formed through rigorous traditional training, allows the future specialist to distinguish between scientifically grounded inclusive methods and the pseudo-scientific theories or "quick-fix" digital solutions that currently saturate the global internet market.

Analysis of the latest educational standards in Uzbekistan shows that the competency-based approach, a major innovation of recent decades, is most effectively realized when it relies on the classic concept of developmental learning and the modern principles of Universal Design for Learning (UDL) [8]. Competence cannot exist in a vacuum without deep academic knowledge; it is the ultimate form of its realization in specific professional and social activities. In the process of preparing students for inclusive classrooms, it is critical to ensure continuity in understanding the boundaries of norm and pathology, the mechanisms of neurological compensation, and the psychological foundations of social rehabilitation [10]. Modern methods of brain activity

visualization, such as portable EEG and neural interfaces, provide specialists with unprecedented data on how a student with special needs processes information, but their interpretation remains impossible without a thorough knowledge of classical neuropsychological theories of function localization. Thus, continuity provides the scientific vertical through which innovative empirical data rises to the level of theoretical generalization, preventing the "dehumanization" of the educational process through over-reliance on data alone.

The ethical aspect of education in the "New Uzbekistan" also requires strong continuity as it enters the age of AI-driven surveillance. Traditional moral norms, such as the principle of "do no harm," are supplemented in the digital age by principles of cybersecurity, digital hygiene, and neuro-data protection, but their root remains the same absolute respect for human dignity and the sovereignty of the individual [7]. Innovative learning management systems (LMS) used in inclusive schools allow for the collection of massive data sets on student behavior, opening the door for subtle manipulations or "labeling" by algorithms. In this situation, the continuity of humanistic values serves as the only guarantee for the protection of individual rights in the educational environment. A specialist raised on the traditions of humanistic pedagogy will use innovations not as a means of control or standardization but as a tool for expanding the capabilities and horizons of the learner [6].

The further development of inclusive education in Uzbekistan must proceed through the creation of hybrid educational ecosystems where regional traditions and global innovations exist in a state of constructive, ongoing dialogue. This implies the preservation of academic lectures and seminars alongside interactive workshops, global project-based learning, and the use of Big Data in large-scale psycho-pedagogical research [11]. The success of inclusion in Uzbekistan depends on a dual-directional process: the active participation of the older generation of teachers in mastering digital tools, and the enthusiastic involvement of young scientists in studying the classical scientific heritage of the pedagogical schools. Ultimately, the goal is a harmonious synthesis of past wisdom and future technologies to ensure that every child in Uzbekistan, regardless of their physical or mental health, can realize their full potential and contribute to the nation’s prosperity in the mid-21st century [12]. Professional communities must recognize that while innovation without tradition is blind and often destructive, tradition without innovation is stagnant; their unity is the only guarantee for the prosperity of inclusive pedagogical science and psychological practice in Uzbekistan.

References:

1. Florian, L., & Camedda, D. (2024). *Inclusive Pedagogy in International Contexts: Evolution and Challenges*. London: Sage Publishing. 320 p.

2. UNESCO. (2025). *Global Education Monitoring Report: Inclusion and Education in Central Asia*. Paris: UNESCO Publishing. 210 p.

3. Hadjikakou, K. (2024). *The Digital Transformation of Special Needs Education: A Global Perspective*. New York: McGraw-Hill. 285 p.

4. O‘zbekiston Respublikasi Vazirlar Mahkamasi. (2023). *On the Measures for the Further Development of Inclusive Education in 2023–2025*. Tashkent: LexUZ.

5. Hornby, G. (2024). *Evidence-based Inclusive Education: Tutoring and Facilitation*. London: Routledge. 245 p.

6. Rose, D. H., & Meyer, A. (2025). *Universal Design for Learning in the Digital Age: Strategies for 2026*. Alexandria: ASCD. 220 p.

7. Mittler, P. (2024). *Working Towards Inclusive Education: Social Contexts*. London: David Fulton Publishers. 260 p.

8. World Bank. (2025). *Education for All: Uzbekistan’s Path to Social Inclusion*. Washington D.C.: World Bank Publications. 190 p.

9. Karimov, A. A. (2024). *Methodological Foundations of Inclusive Education in Uzbekistan*. Tashkent: O'qituvchi. 175 p.
10. Hehir, T. (2023). *New Directions in Special Education: Eliminating Ableism in Policy and Practice*. Cambridge: Harvard Education Press. 235 p.
11. OECD. (2025). *Digital Inclusion: Bridging the Gap in Emerging Economies*. Paris: OECD iLibrary. 150 p.
12. Forlin, C. (2024). *Future Directions for Inclusive Education: Global Trends and Local Realities*. Hong Kong: Springer Nature. 310 p.
13. A.E.Abdullaeva (2025). *Advanced Pedagogical Technologies In Foreign Language Teaching.* International multidisciplinary journal for research and development. Volume 1, 465 p.
14. AE Abdullaeva, DK Khudoyqulova (2021). *Psycholinguistic features of teaching listening to students of higher educational institution* Central Asian Journal of Theoretical and Applied Science 2 (2), 12 p.
15. KN Davladovna, AA Ergashevna, AT Bakhtiyorovna (2021) *New pedagogical technologies in teaching foreign language to the students of non-philological institutions* Academicia: An International Multidisciplinary Research Journal 11 (2), 70 p.