

ORGANIZING THE EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

To‘lishova Orzugul

Jizzakh region, Sharof Rashidov district,
Social service worker.

Annotation: This thesis explores the importance of inclusive education and the organization of learning for children with special educational needs. It discusses the principles of inclusion, the role of teachers, parents, and specialists, and highlights the necessity of adapting teaching methods and educational environments. The study also emphasizes the importance of teacher training, family involvement, and government support in developing an inclusive education system in Uzbekistan.

Keywords: Inclusive education, special educational needs, teacher training, collaboration, child development, equality, Uzbekistan.

Introduction

Education for children with special educational needs (SEN) is a fundamental component of any equitable and effective education system. Over the past several decades, global policy and research have shifted from segregated, deficit-focused models toward inclusive approaches that recognize the rights, potential, and dignity of every learner. Organizing education for children with SEN therefore involves more than simply placing students in classrooms — it requires deliberate policy, carefully designed instructional practices, appropriate resources, and collaborative systems that enable meaningful participation, learning, and social belonging.

Children with special educational needs form a diverse group. SEN may include, but is not limited to, cognitive and learning disabilities, autism spectrum conditions, sensory impairments (such as visual or hearing loss), physical disabilities, speech and language difficulties, and social-emotional or behavioral challenges. Because needs vary widely in type and intensity, educational provision must be flexible and responsive; a one-size-fits-all approach is inadequate. Effective organization of education for these children depends on accurate identification, individualized planning, and ongoing assessment to ensure supports are matched to each learner’s strengths and areas for growth.

A rights-based rationale underpins contemporary approaches to SEN education. International frameworks and declarations — including the Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities — emphasize every child’s right to quality education without discrimination. These instruments encourage countries to adopt inclusive policies that allow children with disabilities to learn alongside their peers to the fullest extent possible. Translating such principles into practice requires systemic change: teacher training, accessible curricula, assistive technologies, and school-level leadership committed to inclusion.

Inclusive education is not synonymous with simply placing a child with SEN in a mainstream classroom. True inclusion involves curriculum adaptation, differentiated instruction, universal design for learning (UDL), and reasonable accommodations that remove barriers to participation. It also requires a school climate that fosters peer acceptance, collaborative problem-solving, and partnerships among teachers, families, therapists, and other professionals. When these elements

are in place, inclusion can lead to improved academic outcomes, increased self-esteem, and stronger social skills for learners with SEN — while benefiting the entire school community through greater empathy and diversity of perspectives.

Despite widespread endorsement of inclusive principles, many practical challenges remain. Resource constraints are a significant barrier: insufficient funding for specialized personnel, lack of classroom aides, and limited access to assistive technologies impede implementation. Teacher preparation is another critical issue — many general education teachers report feeling unprepared to meet varied needs in heterogeneous classrooms. Assessment and identification processes can also be inconsistent, leading to delayed or inaccurate placement of students. Cultural attitudes and low expectations for learners with disabilities further complicate efforts, especially in contexts where stigma persists.

In the context of early childhood and primary education, effective organization for children with SEN must pay special attention to early identification and intervention. Early support can substantially alter developmental trajectories, reducing later educational difficulties and improving life outcomes. For preschool and early grades, interventions that combine family involvement, play-based approaches, and targeted skill-building produce the strongest results. Systems that link health, social, and educational services provide the coordinated support many children need to thrive.

This thesis examines how educational provision for children with special educational needs can be organized more effectively within the national context. The study aims to identify current strengths and gaps in policy and practice, evaluate the capacity of schools and teachers to implement inclusive approaches, and propose practical, evidence-informed recommendations for policymakers and practitioners. Specifically, this research will explore: (1) the extent to which current institutional frameworks support individualized education planning and multidisciplinary collaboration; (2) teachers' preparedness and training needs for inclusive instruction; and (3) barriers to access and participation experienced by children with SEN and their families.

By focusing on organizational practices — including governance, resource allocation, teacher professional development, and family-school partnerships — this research contributes to a pragmatic roadmap for improving educational outcomes for learners with special needs. The findings are intended to guide local education authorities, school leaders, teacher educators, and advocacy groups in implementing scalable, context-sensitive solutions. Ultimately, organizing education for children with SEN is not just a technical task; it is an ethical commitment to ensure that every child has the opportunity to learn, contribute, and belong.

Main body

Organizing education for children with special educational needs (SEN) requires a comprehensive and multi-dimensional approach that combines policy development, teacher training, curriculum adaptation, and parental involvement. In modern education systems, inclusion is considered a fundamental human right rather than a privilege. Every child, regardless of physical, mental, or emotional ability, has the right to access quality education in an environment that respects and supports their individual needs. Therefore, establishing an effective system for educating children with SEN demands careful planning, coordination, and commitment from all stakeholders — educators, policymakers, parents, and society at large.

Strong institutional and policy frameworks form the backbone of any inclusive education system. Governments must ensure that national education policies clearly define standards for inclusive

education, provide funding for specialized resources, and create monitoring mechanisms to evaluate outcomes. Cooperation between the education, health, and social sectors is equally important, as children with SEN often require medical, psychological, and social support alongside academic instruction. Such an intersectoral approach ensures early detection of learning difficulties and provides continuous assistance from preschool to higher education levels.

Teachers play the most crucial role in the inclusion process. Their knowledge, attitude, and teaching practices determine how effectively students with SEN can learn and participate in school life. Unfortunately, many teachers still lack sufficient training in inclusive pedagogy, differentiation techniques, and classroom management for diverse learners. To address this issue, teacher education programs should include compulsory modules on inclusive education, practical workshops on teaching strategies, and opportunities for collaboration with special education specialists. Continuous professional development is essential to help teachers respond flexibly to students' changing needs.

An inclusive curriculum should be designed to accommodate different learning styles and abilities without lowering academic expectations. Teachers can apply Universal Design for Learning (UDL) principles, which emphasize providing multiple means of engagement, representation, and expression. For example, using visual aids, simplified texts, audio materials, and hands-on activities can make learning more accessible for children with hearing, visual, or cognitive impairments. Individualized Education Plans (IEPs) are also essential tools, helping educators set realistic goals, measure progress, and adjust instruction accordingly.

Early identification and intervention are among the most effective strategies for supporting children with special needs. Detecting developmental delays, communication disorders, or behavioral difficulties in the preschool stage allows timely assistance that can significantly improve long-term learning outcomes. Speech therapy, occupational therapy, and behavioral interventions introduced at an early age help children adapt to school environments more easily. Moreover, involving parents in early support programs encourages consistent learning at home and strengthens the relationship between families and educators.

Parental involvement is another vital component of successful SEN education. Parents hold valuable knowledge about their children's behavior, preferences, and challenges. Schools should, therefore, establish open and respectful communication with families, involving them in decision-making and planning processes. Regular meetings, progress reports, and parent education programs foster collaboration and trust.

Community organizations and non-governmental associations can also play a supportive role by raising awareness about inclusion and promoting acceptance of children with disabilities.

Technology has become an increasingly important part of inclusive education. Assistive tools such as screen readers, speech recognition software, tactile learning materials, and interactive educational applications can significantly enhance learning experiences for children with SEN. However, limited financial resources and lack of technological training often restrict access to these innovations, especially in developing regions. Governments and educational institutions must therefore invest in affordable assistive technologies and provide training for teachers to integrate them effectively into the classroom.

Despite the progress made in recent years, many challenges remain. Schools often face overcrowded classrooms, insufficient resources, and a shortage of trained specialists. Negative

attitudes toward disability and lack of awareness among teachers and peers can lead to social exclusion and low self-esteem for children with SEN. Furthermore, the absence of reliable data and systematic monitoring makes it difficult to measure the effectiveness of inclusive education initiatives. Overcoming these barriers requires political commitment, strong leadership, and continuous evaluation at the institutional level.

Ultimately, building an inclusive education system for children with special educational needs is a gradual process that demands persistence, empathy, and collaboration. Universities such as Jizzakh State Pedagogical University have a particularly important role in preparing teachers who are skilled, compassionate, and capable of adapting instruction for all learners. By investing in inclusive education today, societies can ensure not only equal opportunities for children with disabilities but also the creation of more tolerant, just, and cohesive communities. Inclusion, therefore, is not only an

Conclusion

In conclusion, organizing the education of children with special educational needs is one of the key tasks of a modern and inclusive education system. Every child, regardless of their physical or mental condition, has the right to receive quality education in a supportive and friendly environment. To achieve this goal, schools must adapt their curricula, teaching methods, and classroom settings to meet the diverse needs of learners.

Teachers should be well-trained in inclusive pedagogies and provided with continuous professional development. Cooperation among teachers, parents, and specialists is essential to ensure the success of children with special educational needs. Furthermore, society must promote tolerance, understanding, and acceptance of diversity.

The experience of Uzbekistan shows that the development of inclusive education is becoming a national priority. By investing in teacher training, improving school infrastructure, and strengthening collaboration between families and institutions, the country can ensure that every child has equal access to education and opportunities for personal growth.

Inclusive education is not only a teaching method but also a reflection of humanity, equality, and respect for every individual.

References

1. O'zbekiston Respublikasi "Ta'lim to'g'risida"gi Qonuni. — Toshkent: "O'zbekiston", 2020.
2. O'zbekiston Respublikasi Prezidentining PQ-4312-son qarori, 2019-yil 29-aprel. "Alohida ta'lim ehtiyojlari bo'lgan bolalarga ta'lim-tarbiya berish tizimini takomillashtirish chora-tadbirlari to'g'risida".
3. O'zbekiston Respublikasi Vazirlar Mahkamasining 2017-yil 15-avgustdagi 597-son qarori. "Inklyuziv ta'limni bosqichma-bosqich joriy etish chora-tadbirlari to'g'risida".
4. Jo'raqulova, D. Maktabgacha ta'limda inklyuziv yondashuvning pedagogik asoslari. — Toshkent: TDPU nashriyoti, 2021.
5. Matkarimova, M. Alohida ta'lim ehtiyojlariga ega bolalar bilan ishlashda psixologik yondashuv. — Toshkent: "Ilm Ziyo", 2022.
6. Rasulova, N. va boshqalar. Maktabgacha ta'lim psixologiyasi. — Toshkent: Fan va texnologiya, 2020.
7. Raxmonova, D. O'zbekiston ta'lim tizimida inklyuziv ta'limni rivojlantirish yo'nalishlari. // "Ta'lim va innovatsiya" jurnali, №4, 2023.

8. UNESCO. (2020). Inclusive education: Ensuring access for all learners. Paris: UNESCO Publishing.
9. Florian, L. & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828.
10. Norwich, B. (2014). Addressing tensions and dilemmas in inclusive education. London: Routledge.