

Saboxon Minavvarovna Umarova

Department of Special Education, Kokand SPI,

Email: saboxon1966@gmail.com

Phone: +998 91 685 65 00

Boltaboyeva Durdona, Umarova Rukhshonakhan

is a student

IMPACT OF INCLUSIVE PHYSICAL EDUCATION ON SOCIAL DEVELOPMENT OF DISABLED STUDENTS

Abstract: Inclusive physical education aims to involve students with disabilities in regular PE activities, promoting both physical and social development. This study evaluates the impact of inclusive physical education on the social skills and peer interactions of disabled students. Using a mixed-methods approach, data were collected through surveys and interviews with teachers, parents, and students. Results indicate positive changes in social behavior and increased peer support, though challenges in accessibility and teacher training persist. Further research is needed to explore innovative strategies for inclusive PE classes.

Keywords: inclusive physical education, social development, disabled students, peer interaction, teacher training.

Introduction

Inclusive physical education (PE) plays a crucial role in fostering the social development of students with disabilities. By participating in shared activities, disabled students can enhance their social skills, build friendships, and develop a sense of belonging. Despite the growing acceptance of inclusive practices, there are significant challenges in implementing effective inclusive PE programs. This research explores the impact of inclusive PE on the social development of disabled students and identifies the factors that influence successful integration. The study aims to provide insights into best practices and potential improvements in inclusive education strategies.

Materials and Methods

A mixed-methods approach was employed in this study. Quantitative data were collected via online surveys from 150 teachers and 180 parents across different schools. Qualitative data were gathered through interviews with 25 teachers and 20 parents, focusing on their experiences and observations related to inclusive PE. The surveys assessed the availability of resources, teacher preparedness, and the social impact of inclusive PE on disabled students. Data were analyzed using SPSS for quantitative analysis and NVivo for qualitative data analysis.

Results

The results are categorized into three key areas: accessibility, teacher training, and social integration.

1. **Accessibility:** The survey revealed that 60% of schools lack adequate facilities for inclusive PE, such as adapted sports equipment and accessible playgrounds. However, 40% reported having basic modifications, including ramps and specialized equipment, to accommodate disabled students.

2. **Teacher Training:** Only 45% of teachers felt confident in conducting inclusive PE classes, highlighting the need for specialized training. Many teachers expressed a desire for more comprehensive workshops on adaptive sports and inclusive teaching techniques.

3. **Social Integration:** Positive social outcomes were observed, with 75% of students demonstrating improved peer interactions and a greater sense of inclusion. However, 25% of the respondents noted ongoing challenges, particularly for students with more severe disabilities, who faced difficulties in fully participating.

Discussion

The findings suggest that while inclusive PE can significantly enhance the social skills of disabled students, practical barriers remain. Inadequate facilities and limited teacher training hinder the effectiveness of inclusive PE programs. Nevertheless, the positive social impact observed in this study underscores the potential benefits of inclusive PE when implemented correctly. Future research should focus on developing adaptive sports programs and enhancing peer support systems to further improve social integration in inclusive settings.

Conclusion

This study highlights the importance of inclusive physical education in promoting social development among disabled students. Despite the challenges, inclusive PE has shown to foster peer interactions and increase social acceptance. To maximize the benefits, targeted teacher training and improved resource allocation are essential. Future studies should investigate the long-term effects of inclusive PE and explore innovative strategies to address existing barriers.

Funding

This research received no external funding.

Consent for Publication

Informed consent was obtained from all subjects involved in the study.

Conflict of Interest

The authors declare no conflicts of interest.

References:

1. Johnson P, Lee H. Adaptive Sports Programs in Inclusive Education: A Review. *International Journal of Special Education*, 2023; 21(3): 110-125.
2. Clark M. Teacher Training for Inclusive Physical Education: Challenges and Opportunities. *Education and Development*, 2022; 19(2): 85-100.
3. Turner S, Davis J. Social Benefits of Inclusive Physical Education in Schools. *Journal of Inclusive Education*, 2021; 17(4): 60-78.
4. Brown K. Best Practices in Adapted Physical Activities for Disabled Students. *Educational Innovations*, 2024; 14(1): 50-70.
2. 5. Feruza, Tursunova, and Qosimjonova Xurshida. "THE NEED TO EDUCATE STUDENTS BASED ON ANTHROPOCENTRIC APPROACH IN THE PROCESS OF INCLUSIVE EDUCATION." *Miasto Przyszłości* 48 (2024): 1520-1523.

3. 6. Azimjon o'g, Oppoxo'jayev Xojixuja, and Muxammadjonov Shohruhbek Shuxratbek o'g'li. "INKLYUZIV TA'LIMNING HUQUQIY-ME'YORIY ASOSLARI." *Science Promotion* 1.1 (2023): 50-57.
4. 7. Oppoxo'jayev, Xojixuja, and Qunduzabibi Yusupova. "MAXSUS PEDAGOGIKA FANLARINI O 'QITISHDA INNOVATSION TEXNOLOGIYALARGA ASOSLANGAN AMALIY MASHG 'ULOTLARINI LOYIHALASH." *Development and innovations in science* 2.5 (2023): 25-31.
5. 8. Turgunovna, Yuldoshova Dilbar, and Oppoxo'jayev Xojixuja Azimjon o'g. "Pedagogical Mechanism Of Preparing Future Teachers For Professional Competence Formation." *Onomázein* 62 (2023): December (2023): 2186-2191.
6. 9. Azimjon o'g, Oppoxo'jayev Xojixuja. "INCLUSIVE EDUCATIONAL STRUCTURE AS A SOCIAL PHENOMENON." (2023).
7. 10. Oppokkujayev, Khojikhujaja, and Makhliyo Yuldoshzoda. "PRINCIPLES OF WORKING WITH CHILDREN WITH COCHLEAR IMPLANTS." *International Conference on Education and Social Science*. Vol. 1. No. 1. 2023.
8. 11. Azimjon o'g, Oppoxo'jayev Xojixuja. "THE EFFECTIVENESS AND DRIVING FORCES OF THE APPLICATION OF PEDAGOGICAL METHODS IN THE PROCESS OF INCLUSIVE EDUCATION." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 558-562.
9. 12. Azimjon o'g, Oppoxo'jayev Xojixuja, and Yigitaliyeva Sarvinoz. "WAYS TO INVOLVE CHILDREN IN NEED OF SPECIAL HELP IN INCLUSIVE EDUCATION." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 519-523.
10. 13. Azimjon o'g, Oppoxo'jayev Xojixuja. "Inclusive Education System Progress of the Process." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 8.036 11.11 (2022): 199-206.
11. 14. Azimjon o'g, Oppoxo'jayev Xojixuja. "Methodology of Memory Development in the Process of Working on the Passive and Active Vocabulary of Children with Undeveloped Speech." *American Journal of Public Diplomacy and International Studies* (2993-2157) 2.1 (2024): 40-44.
12. 15. Azimjon o'g, Oppoxo'jayev Xojixuja. "Methodology of Memory Development in the Process of Working on the Passive and Active Vocabulary of Children with Undeveloped Speech." *American Journal of Public Diplomacy and International Studies* (2993-2157) 2.1 (2024): 40-44.
13. 16. Azimjon o'g, Oppoxo'jayev Xojixuja. "Contents of Logopedic Rhythm Exercises Conducted with Children Who Stutter." *American Journal of Public Diplomacy and International Studies* (2993-2157) 2.1 (2024): 36-39.