

PEDAGOGICAL CONDITIONS FOR FORMING AN INCLUSIVE EDUCATIONAL ENVIRONMENT IN SCHOOLS OF THE ANDIJAN REGION OF THE REPUBLIC OF UZBEKISTAN**Yankina Emilya Adylovna**Master, Turan University
Andijan, Republic of Uzbekistan
E-mail: xanalievaemilya@icloud.com**Komilova Fotima Makhmudovna**Professor, Andijan State University
Andijan, Republic of Uzbekistan
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Abstract. In the context of the development of inclusive education in the Republic of Uzbekistan, there is a growing need to establish pedagogical conditions that support the formation of an inclusive educational environment in general education schools.

The purpose of the study was to experimentally verify the effectiveness of pedagogical conditions for forming an inclusive educational environment in general education schools.

The study was conducted during the 2024–2025 academic year in three schools of the Andijan Region of the Republic of Uzbekistan and involved 100 respondents (33 teachers, 28 parents, and 39 students). Data collection methods included questionnaires, pedagogical observation, and comparative analysis of the results. The findings demonstrated positive changes across all participant groups: teachers' readiness increased by 19%, parental support for inclusive education increased by 18%, and students' positive attitudes toward inclusive learning increased by 15%. The average indicator of the formation of an inclusive educational environment increased from 61% to 78%. The findings may be used in the development of school-based inclusive education programs.

Keywords: Andijan Region; inclusive educational environment; inclusive education; pedagogical conditions; pedagogical experiment; parents; students; schools.

Introduction. In recent years, inclusive education in the Republic of Uzbekistan has been regarded as one of the key directions in the development of the general education system, aimed at ensuring equal access to education and creating conditions for the full participation of all children in the educational process. The implementation of inclusive principles is associated not only with organizational changes but also with the development of an inclusive educational environment based on collaboration among teachers, families, and students.

Contemporary studies indicate that the effectiveness of inclusive education depends not only on regulatory support but also on the availability of pedagogical conditions that ensure curriculum adaptation, promote teachers' professional readiness, and create a psychologically supportive educational environment. R.Sh. Shomakhmudova considers inclusive teaching methodology as a system that ensures equal participation of learners with diverse educational needs in the educational process (Shomakhmudova, 2018). L.R. Muminova emphasizes the importance of flexible pedagogical approaches and individualized educational pathways, while O.I. Kukushkina associates the effectiveness of inclusive education with the degree of student involvement in the educational process (Kukushkina, 2020).

Despite the expansion of inclusive education practices in Uzbekistan, the effectiveness of pedagogical conditions for forming an inclusive educational environment at the regional level remains insufficiently explored. Analysis of educational practice demonstrates that the implementation of inclusive approaches is often accompanied by differences in the readiness levels of participants in the educational process and limited evaluation of educational outcomes.

Particular interest is represented by regional experience in implementing inclusive education. According to the general education system data of the Andijan Region, by 2025 elements of inclusive education had been implemented in more than 120 schools, approximately 230 inclusive classes were operating, and more than 500 students with special educational needs were enrolled. At the same time, differences remain across territories in terms of staffing and methodological support, which necessitates further analysis of the effectiveness of pedagogical conditions for implementing inclusive education.

Table 1

Key Indicators of Inclusive Education Development in the Andijan Region of the Republic of Uzbekistan (2025)

Indicator	Value
Schools implementing inclusive education	More than 120
Inclusive classes	230
Students with special educational needs	More than 500
Specialists	Approximately 200
Average provision ratio	1.4

Source: compiled by the author based on regional analysis data.

The highest indicators of inclusive education development were recorded in the city of Andijan, the city of Khanabad, as well as in Pakhtaabad and Buston districts. At the same time, certain rural districts continue to experience limitations related to staffing and methodological support, indicating the need for further improvement of conditions for the implementation of inclusive education.

In this regard, there is a need for an experimental assessment of pedagogical conditions that contribute to the formation of an inclusive educational environment in schools across the region.

Materials and Methods. The study was conducted during the 2024–2025 academic year in three general education schools located in the Andijan Region of the Republic of Uzbekistan: School No. 17 in the city of Andijan, School No. 12 in the Asaka District, and School No. 28 in the Khojaabad District. A total of 100 respondents participated in the study, including 33 teachers, 28 parents, and 39 students from grades 5–8.

The experimental study included three stages: diagnostic, formative, and control. During the diagnostic stage, the initial level of readiness of educational process participants for implementing the principles of inclusive education was determined. The formative stage involved the implementation of a set of pedagogical conditions, including training sessions for teachers, awareness-raising activities for parents, and educational sessions for students. The implementation of these pedagogical conditions was based on the principles of curriculum adaptation, differentiation of the educational process, creation of a psychologically safe learning environment, and strengthening interaction between schools and families. The control stage focused on repeated assessment and evaluation of changes in the selected indicators.

Questionnaires, pedagogical observation, comparative-descriptive analysis, data grouping, and quantitative interpretation of results were used for data collection and processing. The effectiveness of the implemented pedagogical conditions was assessed through indicators of teachers' professional readiness, the level of parental support for inclusive education, and the development of students' positive attitudes toward inclusive learning.

The assessment criteria included indicators reflecting participants' involvement in

implementing the principles of inclusion, their readiness for interaction, and the degree of acceptance of joint learning among children with diverse educational needs.

Results and Discussion. The conducted study demonstrated that the development of inclusive education in the Andijan Region is accompanied by the continuous expansion of educational infrastructure and a gradual increase in the readiness of participants in the educational process to implement the principles of inclusive learning.

At the diagnostic stage of the study, the attitudes of teachers, parents, and students toward the implementation of inclusive education principles were assessed. The findings showed that all categories of participants generally expressed positive attitudes toward inclusive learning; however, differences were observed in the levels of practical readiness and involvement in inclusive practices.

During the formative stage, a set of pedagogical conditions was implemented, including teacher training sessions, awareness-raising meetings for parents, and educational activities for students. These interventions were aimed at strengthening teachers' professional readiness, enhancing cooperation between schools and families, and developing inclusive attitudes and readiness for collaborative learning. The quantitative findings obtained during the study are presented in Table 2.

Table 2.

Dynamics of Educational Process Participants' Attitudes Toward Inclusive Education (Andijan Region, Republic of Uzbekistan; 2025; n = 100)

Respondent Group	High Level (Before Experiment), %	High Level (After Experiment), %	Increase (%)
Teachers	52	71	+19
Parents	60	78	+18
Students	70	85	+15

Source: compiled by the author based on the results of the experimental study.

The quantitative findings obtained indicate a positive trend in the attitudes of all participant groups toward the implementation of inclusive education and confirm the effectiveness of the implemented pedagogical conditions.

Results Analysis. The data presented in Table 2 demonstrate a positive trend in the attitudes of all participants in the educational process toward the implementation of inclusive education principles. The findings indicate that the implementation of a comprehensive set of pedagogical conditions influences not only participants' level of awareness but also their readiness to engage in an inclusive educational environment.

The most pronounced changes were observed among teachers: the proportion of participants demonstrating a high level of readiness increased from 52% to 71%. This suggests that methodological support, the exchange of professional experience, and targeted efforts aimed at developing professional competence represent significant conditions for the successful implementation of inclusive education.

Among parents, the level of support for inclusive education increased from 60% to 78%, indicating the positive impact of awareness-raising activities and enhanced interaction between families and educational institutions. Among students, the indicator of positive attitudes toward collaborative learning increased from 70% to 85%, reflecting the development of acceptance, cooperation, and social responsibility.

The overall results of the study demonstrated an increase in the average indicator of the

formation of an inclusive educational environment from 61% to 78%. This positive trend confirms the effectiveness of the implemented pedagogical conditions and demonstrates the potential for practical application of the proposed approach in general education schools of the Republic of Uzbekistan.

Discussion of Results. The findings of the study suggest that the formation of an inclusive educational environment is determined not by isolated organizational measures but by a system of pedagogical conditions that ensure coordinated interaction among teachers, families, and students. The study demonstrated that sustainable changes can be achieved through a combination of methodological support for teachers, increased parental involvement, and the organization of collaborative educational activities for students.

The obtained findings are consistent with the views of R.Sh. Shomakhmudova regarding the need for an adaptive design of the inclusive educational process and support the conclusions of L.R. Muminova concerning the importance of flexible pedagogical decisions and individualized learning approaches (Shomakhmudova, 2018). The results also support the position of O.I. Kukushkina, who argues that the quality of inclusive education depends on the level of involvement of participants in the educational process (Kukushkina, 2021).

Thus, the study demonstrates that the proposed pedagogical conditions may be considered a practical mechanism for the formation of an inclusive educational environment and can be applied in general education schools of the Republic of Uzbekistan with consideration of regional characteristics.

Practical Significance of the Study. The practical significance of the study lies in the possibility of applying the proposed set of pedagogical conditions in the organization of inclusive education in general education schools of the Republic of Uzbekistan. The findings may be used in the development of school programs aimed at fostering an inclusive educational environment, teacher training, strengthening interaction with students' families, and improving methodological support for inclusive education.

The practical materials developed within the study may be utilized by educational authorities and educational institutions to support decision-making processes aimed at reducing territorial disparities in the development of inclusive education and increasing access to educational services within the regional context.

Conclusion. The study confirmed the effectiveness of the proposed pedagogical conditions for forming an inclusive educational environment in schools of the Andijan Region of the Republic of Uzbekistan. It was established that the integrated influence on teachers, parents, and students contributes to increasing the readiness of participants in the educational process to implement the principles of inclusive education and promotes a more sustainable acceptance of collaborative learning.

The findings demonstrated positive changes across all groups of participants and confirmed the importance of methodological support for teachers, cooperation between schools and families, and educational activities involving students as key factors contributing to the development of an inclusive educational environment.

The proposed pedagogical conditions may be applied in the further development of the inclusive education system in general education schools of the Republic of Uzbekistan. Future research may focus on expanding the regional sample and examining the long-term effectiveness of pedagogical conditions for implementing inclusive education.

The scientific novelty of the study lies in identifying regional characteristics of the formation of an inclusive educational environment and in experimentally confirming the effectiveness of a comprehensive set of pedagogical conditions implemented in schools of the Andijan Region of the Republic of Uzbekistan. The practical value of the study consists in substantiating the applicability of the developed pedagogical conditions for improving teachers' readiness, increasing parental involvement, and fostering positive student attitudes toward collaborative learning, which may contribute to the improvement of school-based inclusive

education programs and teacher preparation.

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