



THE ROLE OF INCLUSIVE EDUCATION IN ADAPTATION OF THE SOCIAL ENVIRONMENT FOR CHILDREN WITH AUTISM.

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Article history:	Abstract:
Received: 7 th November 2025 Accepted: 6 th December 2025	This article analyzes the issues of effective integration of children with autism spectrum disorders into the inclusive education system. Although inclusive education is being gradually introduced in the Republic of Uzbekistan, there are significant problems in this area, such as a lack of infrastructure, qualified personnel and methodological support. The study shows the adaptation of children with autism to the social and educational environment, the role of teachers and parents, as well as the importance of adapted educational resources. Based on the results of the article, proposals are made on creating a supportive environment for children on the autism spectrum, training special educators, and establishing cooperation with parents.

Keywords: Inclusive education, autism spectrum disorder, social adaptation, special pedagogy, individual approach, teacher qualifications, cooperation with parents, adapted learning environment.

INTRODUCTION. Today, an inclusive approach based on creating equal opportunities in the education system around the world, including in the Republic of Uzbekistan, is becoming increasingly relevant. In particular, the annual increase in the number of children with autism spectrum disorders puts the need for an adapted social and educational environment for this group on the agenda.

An inclusive approach is being gradually introduced in the education system of Uzbekistan. However, the necessary infrastructure, qualified personnel, and methodological support for its full implementation have not yet been sufficiently formed. This remains one of the urgent problems in creating a favorable social and educational environment for children with autism.

Inclusive education is not only a guarantee of the right to education, but also a means of fully integrating children with autism into society, and serving their social and personal development.

Autism, from the Greek word "autos", which means "self", is a syndrome that includes detachment from reality, separation from the outside world, and impaired communicative function with the outside world. The increasing number of such children in our country is prompting medical professionals, psychiatrists, psychologists, educators, and parents to take a deeper approach to this problem and identify the causes of its occurrence, as well as develop the most optimal options for their correction. The new Law "On Education", adopted on September 24, 2020, created the main legal platform for inclusive education. This law gives parents the right to choose the form of education and institution, and allows children with autism spectrum disorders to be educated within general education institutions. The integration of children with autism spectrum disorders into the inclusive education system is a complex but necessary process that requires a unique approach, patience, and adapted learning strategies. This Children with disabilities usually have difficulties in social communication, speech development, emotional reactions and adaptation to the environment. Therefore, specially trained teachers, adapted curricula, visual aids, communication technologies and a system of psychological and pedagogical support play an important role in their inclusion in general education institutions.

PRINCIPLES OF INCLUSIVE EDUCATION INCLUSIVE EDUCATION IS BASED ON THE FOLLOWING BASIC PRINCIPLES:

1. Equality – Every child, regardless of their physical or mental abilities, has the right to education.
2. Differentiated approach – Taking into account the individual needs of each child and creating a form of education that meets them.
3. Integration and socialization – Involving children with disabilities in the general education system and helping them integrate into society.
4. Supportive environment – Facilitating the learning process of children through special pedagogical approaches, technical means and psychological support.
5. Adaptive educational programs – Adapting educational materials to individual abilities and needs. The need for inclusive education and its reasons The need for inclusive education is associated with a number of reasons

- The principle of social justice – Every child should be considered a full member of society.
- The increase in the number of children with disabilities – Statistics show that the number of children with special needs is increasing worldwide.
- The need to improve the quality of education - An inclusive approach creates equal opportunities for all students and improves the quality of education.
- International document requirements - The UN and other international organizations provide recommendations on the development of inclusive education for all children.

Stages of inclusive education:

1. Initial preparation - Creating the necessary conditions for children with disabilities in educational institutions.
2. Development of special education programs - Developing adapted curricula based on a differential approach.
3. Teacher training - Improving the skills of teachers to work with children with special needs.
4. Cooperation with parents - Constant communication and consultation with parents of students.
5. Monitoring and evaluation - Continuously assessing the effectiveness of the inclusive education process.

Literature review. The issue of adapting the social environment and effectively organizing inclusive education for children with autism spectrum disorders is relevant not only domestically, but also internationally. We will also consider the research of foreign scientists.

Johnson and colleagues show the importance of developing inclusive education on a legal basis. They emphasize that the Law of the Republic of Uzbekistan "On Education", adopted in 2020, strengthens the possibility of integration into educational institutions for children with autism.

Brown and Miller emphasize the importance of cooperation between parents and educators for successful results in inclusive education. In their study, constant contact with parents significantly contributes to the social adaptation of children.

Smith et al., in their study, showed the importance of an adapted educational environment for children with autism in improving social and academic performance. They believe that in inclusive education, curricula tailored to individual needs increase children's communication skills and strengthen their integration into society.

Ahmed and Karim, studying the importance of technology and individual approach in inclusive education, showed that adapted educational materials and technical tools for children with autism significantly improve social and academic development. Lindsay's study highlighted the importance of teachers' attitudes towards children with autism, their level of training, and the supportive infrastructure in the school environment. The authors emphasize that children with autism can effectively communicate with their classmates if there is a positive social environment. Salend and Garrick Duhaney emphasized the need for differential approaches, special pedagogical manuals, and taking into account individual needs in the classroom in inclusive education, and proved that programs for children with autism should be flexible.

Our Uzbek researchers, in particular, studied the reluctance of autistic children to communicate with the outside world, and an individual approach is important for each of them.

Methodology. This study aims to study the issues of effective integration of children with autism spectrum disorders into the inclusive education system and adaptation of their social environment. The study used a combination of qualitative and quantitative research methods. During the study, we identified the following.

Questionnaires were conducted, in order to identify the problems, needs and opinions of children with autism in the inclusive education process among teachers and parents working in educational institutions. The questionnaires consisted of open and closed questions, and 50 teachers and 40 parents participated. Interviews were also organized, in-depth interviews were conducted with specialists in this field of education (psychologists, special educators). Through this, information was collected about practical difficulties and effective approaches to creating an inclusive environment. Special attention was paid to observation. The educational process in inclusive educational institutions and the adaptation of children to the social environment were analyzed. Observations focused on assessing classroom interactions, student communication, and the individual approach of teachers. Samples were selected from 3 general education schools and 2 special schools in different regions of Uzbekistan for the study. The selection was carried out using the purposive sampling method, that is, teachers and parents working with children with autism spectrum disorders were selected. The collected data were analyzed using qualitative and statistical analysis methods. The results of the questionnaires were studied using descriptive statistics and correlation analysis using the SPSS program. Interviews and observations were systematized based on thematic analysis.

Result. During the study, the existing problems, opportunities, and necessary conditions for creating an inclusive educational environment for children with autism spectrum disorders were comprehensively studied. The following main results were obtained as a result of the conducted questionnaires, interviews and observations:

Teacher training and approach – More than 70% of the teachers who participated in the study did not undergo special methodological training in working with children with autism. This situation limits their ability to approach children individually. At the same time, teachers who participated in the training courses noted a positive change in the level of adaptation of students with autism in the classroom. The role and participation of parents – The majority of parents who participated in the survey stated that a special approach, individual plan and psychological support for their children in a general education institution were insufficient. It was found that children's socialization skills develop better in cases where there is effective cooperation between parents and the school. Adapted environment and educational resources – It was found that only some of the schools participating in the study had adapted educational materials and visual aids for children with autism. In schools where such tools are available, students' academic performance and social

adjustment rates are higher. Key factors in social adjustment - Observations have shown that students with autism face difficulties in social interaction with classmates. However, individualized teacher approach, a supportive classroom environment, and regular involvement in social activities help to reduce these problems.

The need for a systematic approach to inclusive education - The study showed that in order to increase the effectiveness of inclusive education, it is necessary to establish a system of special specialists (psychologist, speech therapist, defectologist), adapted programs, technical means and an integrated system of cooperation with parents in educational institutions.

Conclusion. The results of the study show that inclusive education serves as an important tool in adapting the social environment for children with autism spectrum disorders. Such an educational model not only ensures the right of children with special needs to receive education, but also supports their full integration into society, social adaptation and personal development. According to the analyzed data, the following factors are of particular importance for the effectiveness of an inclusive environment:

- special training and qualifications of teachers;
- availability of adapted curricula and visual resources;
- integrated cooperation with parents;
- social and psychological support system;
- creation of the necessary infrastructure in educational institutions.

The study found that when a positive social environment, an individual approach and effective pedagogical strategies are used, the learning activity of students with autism and social communication in the community significantly improve. Therefore, the systematic and gradual development of inclusive education, the creation of a comfortable and supportive school environment for children with autism should be one of the priority areas in the educational policy of our country.

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