

ASES XI. INTERNATIONAL CONGRESS OF SOCIAL SCIENCES  
November 28-30, 2025 JIZZAX, UZBEKISTAN  
CONFERENCE PROGRAM

# ASES XI. INTERNATIONAL CONGRESS OF SOCIAL SCIENCES

November 28-30, 2025  
JIZZAX, UZBEKISTAN

## CONFERENCE PROGRAM



# ASES

ACADEMY OF SCIENTIFIC AND  
EDUCATIONAL STUDIES

28.11.2025  
FRIDAY / 10:00-10:30  
(Türkiye Time)

### OPENING CEREMONY

1. ORIENTAL UNIVERSITY
2. Jizzax State Pedagogical University
3. SINOP UNIVERSITY



ID: 269 738 6033

PASSWORD: aseskongre

28.11.2025

FRIDAY / 14:00-16:30 (Türkiye Time)

SESSION: 2 HALL: 9/ MODERATOR

Doç. Alimbayeva Shahlo Tursunovna

| AUTHORS                               | UNIVERSITY/INSTITUTION | TOPIC TITLE                                                                                                                          |
|---------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EGAMOVA SHOXIDA<br>DJALILOVNA         | Oriental universiteti  | ALISHER NAVOIY "SADDI ISKANDARIY"<br>DOSTONIDAGI MAISHIY LEKSIK                                                                      |
| EGAMBERDIEVA<br>SHAKHZODA DAMIROVNA   | Oriental universiteti  | PSYCHOLINGUISTIC MECHANISMS OF<br>INFLUENCE IN ADVERTISING DISCOURSE                                                                 |
| Prof.EGAMBERDIEVA<br>FARIDA OKTAMOVNA | Oriental universiteti  | NEUROPEDAGOGY AND COGNITIVE<br>ACTIVATION IN MODERN EDUCATION                                                                        |
| Alimbayeva Shaxlo<br>Tursunovna       | Oriental universiteti  | TA'LIMDA INTERAKTIV<br>METODLARDAN FOYDALANISHNING<br>PSIXOLOGIK JIHATLARI                                                           |
| Toshov Muhiddin<br>Jo'rabayevich      | Oriental universiteti  | THE ROLE OF PARENTS AND SOCIETY IN<br>INCLUSIVE EDUCATION.                                                                           |
| Doç. Alimbayeva Shahlo<br>Tursunovna  | Oriental universiteti  | Alisher Navoiy asarlarida<br>etnopsixologiyaga oid qarashlar talqini                                                                 |
| Mamanazarov Uchqun<br>Burxon o'g'li   | Oriental universiteti  | TA'LIMDA RAQAMLI<br>TEXNOLOGIYALARNING PSIXOLOGIK<br>JIHATLARI                                                                       |
| Egamberdiyeva Yulduz<br>Xamroqul qizi | Oriental universiteti  | O'ZBEKISTON MAKTABLARIDA<br>BOSHLANG'ICH SINIF O'QUCHILARIGA<br>TABIIY FANLAR DARSLARINI<br>O'QITISHNING O'ZIGA XOS<br>XUSUSIYATLARI |

## THE ROLE OF PARENTS AND SOCIETY IN INCLUSIVE EDUCATION.

Toshov Muhiddin Jo'rabayevich

Pedagogika fanlari nomzodi, dotsent Oriental Universiteti

### Annotation

This article explores the essential role of parents and society in supporting inclusive education. It emphasizes how family involvement, community participation, and social attitudes contribute to equal opportunities for children with diverse developmental needs. The article highlights the functions of parents as advocates, facilitators, and role models, as well as the role of society in awareness-building, policy development, and social support networks. By analyzing both international perspectives and the context of Uzbekistan, it identifies challenges and best practices for inclusive education. The article proposes collaborative strategies among parents, schools, and society to ensure holistic child development and integration.

### Keywords

Inclusive education, parental involvement, community support, social integration, equal opportunities, holistic development

### Annotatsiya

Ushbu maqola ota-onalar va jamiyatning inklyuziv ta'limni qo'llab-quvvatlashdagi muhim rolini o'rganadi. Unda oilaning ishtiroki, jamiyat ishtiroki va ijtimoiy munosabatlar turli xil rivojlanish ehtiyojlari bo'lgan bolalar uchun teng imkoniyatlarga qanday hissa qo'shishiga urg'u beradi. Maqolada ota-onalarning himoyachi, yordamchi va namuna sifatidagi vazifalari, shuningdek, xabardorlikni oshirish, siyosatni ishlab chiqish va ijtimoiy qo'llab-quvvatlash tarmoqlarida jamiyatning roli yoritilgan. Xalqaro miqyosda O'zbekistondagi ta'lim muhitini ham tahlil qilib, inklyuziv ta'lim uchun ilg'or tajribalarni aniqlaydi. Maqolada bolaning yaxlit rivojlanishi va integratsiyasini ta'minlash uchun ota-onalar, maktablar va jamiyat o'rtasida hamkorlik strategiyalari taklif etiladi.

### Tayanch so'zlar

Inklyuziv ta'lim, ota-onalar ishtiroki, jamiyatni qo'llab-quvvatlash, ijtimoiy integratsiya, teng imkoniyatlar, har tomonlama rivojlanish

### Introduction

Inclusive education is recognized globally as a fundamental principle of equity and human rights. It ensures that children with different abilities, backgrounds, and developmental needs are educated together in mainstream schools. Beyond pedagogy, inclusive education represents a societal transformation, demanding the active engagement of families, communities, and institutions. In Uzbekistan, as elsewhere, the successful implementation of inclusive education depends on the awareness, readiness, and participation of both parents

and society. Schools alone cannot create inclusion; it requires shared responsibility, social support, and a cultural commitment to diversity.

### 1. Understanding Inclusive Education

The philosophy of inclusive education is based on equal access, fairness, and participation for all learners. International organizations such as UNESCO emphasize inclusion as a critical dimension of quality education. In Uzbekistan, recent reforms highlight the importance of expanding inclusive practices, particularly in preschool and primary education. This approach requires not only pedagogical adjustments but also community acceptance and support.

### 2. The Role of Parents in Inclusive Education

Parents are central to the success of inclusive education. Their contributions include:

- **Advocacy:** Parents often push for educational rights and ensure their children receive adequate support.
- **Collaboration:** Active communication with teachers helps in creating individualized learning strategies.
- **Emotional support:** Parents strengthen resilience and motivation in children through encouragement and care.
- **Role modeling:** Acceptance of diversity by parents influences children and fosters tolerance in society.

In Uzbekistan, parent associations and family engagement projects have been instrumental in promoting inclusive practices at the community level.

### 3. The Role of Society in Inclusive Education

Society plays a collective role in shaping educational inclusivity:

- **Awareness campaigns:** Media, NGOs, and cultural organizations challenge stereotypes and promote acceptance.
- **Policies and legal frameworks:** State policies in Uzbekistan increasingly reflect international standards of inclusion, ensuring equal rights to education.
- **Community initiatives:** Local clubs, cultural centers, and sports organizations can involve children with disabilities in inclusive programs.
- **Support networks:** NGOs, charitable foundations, and volunteer groups provide assistance and training to families and schools.

### 4. Challenges in Parental and Societal Involvement

Despite positive trends, challenges remain:

- Insufficient awareness among families about inclusive practices.
- Limited training for teachers and parents on supporting diverse learners.
- Stereotypes and prejudices that hinder acceptance.
- Resource limitations and insufficient funding in schools.

These issues highlight the need for stronger collaboration, professional training, and government-community partnerships.

#### 5. Best Practices and Strategies

Effective strategies for promoting inclusion include:

- Parent-teacher training seminars.
- Community-based awareness campaigns.
- Development of inclusive extracurricular activities.
- Establishing parent support networks.
- Government policies supporting teacher development and school resources.

In Uzbekistan, pilot projects on inclusive preschool education supported by international organizations have demonstrated the effectiveness of family and community involvement.

Conclusion=Inclusive education is not merely an educational reform but a societal mission. Parents, as advocates and nurturers, and society, as the collective force shaping cultural attitudes, share responsibility in building inclusive learning environments. In Uzbekistan, growing reforms, combined with family engagement and community support, are paving the way toward effective inclusion. Collaboration among schools, parents, and society ensures holistic development, equal opportunities, and social integration for all children. The role of parents and society is therefore indispensable in realizing the vision of inclusive education.

#### References

1. Ainscow, M. *Understanding the Development of Inclusive Education*. London: Routledge, 2005, pp. 45–67.
2. Booth, T., and Ainscow, M. *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE, 2011, pp. 12–34.
3. Florian, L. *The Sage Handbook of Special Education*. London: SAGE Publications, 2007, pp. 98–120.
4. Jalolov, J.J. *Pedagogika asoslari*. Tashkent: O'qituvchi, 2000, pp. 55–92.
5. Karimova, V.M. *Psixologiya: Umumiy, ijtimoiy va pedagogik asoslar*. Tashkent: Universitet, 2016, pp. 110–147.
6. Mardonov, M.M. *Ta'lim tizimida inklyuziv jarayonlar*. Tashkent: Fan va texnologiya, 2019, pp. 73–102.
7. Mittler, P. *Working Towards Inclusive Education: Social Contexts*. London: David Fulton Publishers, 2000, pp. 56–89.
8. Slee, R. *The Irregular School: Exclusion, Schooling, and Inclusive Education*. London: Routledge, 2011, pp. 101–145.
9. UNESCO. *Policy Guidelines on Inclusion in Education*. Paris: UNESCO, 2009, pp. 5–28.
10. Yuldasheva, Sh.S. *Maktabgacha ta'limda inklyuziv yondashuv*. Tashkent: Istiqlol nashriyoti, 2021, pp. 34–78.