BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

INCLUSIVE EDUCATION POLICY IN ADAPTIVE SPORTS AND ITS RELEVANCE TODAY

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ANNOTATION This article analyzes the theoretical foundations, current legislative framework, and contemporary relevance of inclusive education policy in the adaptive sports system. Attention is paid to the issues of physical rehabilitation, social integration, and quality of life improvement for persons with disabilities through their involvement in sports. The article examines the ongoing reforms in the Republic of Uzbekistan regarding the development of adaptive sports, in particular the "Program for the Development of Adaptive Sports" approved by Presidential Decree No. PQ-389 of November 8, 2024. It also considers existing barriers in adaptive physical education and sports based on international experience and advanced methods (using BRICS countries as an example), as well as ways to overcome them. The results of the study show that effective implementation of inclusive education policy contributes not only to the physical and psychological development of individuals with special needs, but also to the sustainable development of society as a whole.

Keywords: adaptive sports, inclusive education, persons with disabilities, social integration, rehabilitation, policy, Uzbekistan, BRICS.

АННОТАЦИЯ В данной статье анализируются теоретические основы, действующая законодательная база и актуальность политики инклюзивного образования в системе адаптивного спорта. Внимание уделяется вопросам физической реабилитации, социальной интеграции и повышения качества жизни лиц с ограниченными возможностями через их привлечение к спорту. В статье рассматриваются реформы, проводимые в Республике Узбекистан в области развития адаптивного спорта, в частности «Программа развития адаптивных видов спорта», утверждённая Постановлением Президента № ПК-389 от 8 ноября 2024 года. Также на основе международного опыта и передовых методов (на примере стран БРИКС) анализируются существующие барьеры в сфере адаптивной физической культуры и спорта и пути их преодоления. Результаты исследования показывают, что эффективная реализация политики инклюзивного образования способствует не только физическому и психологическому развитию лиц с особыми потребностями, но и устойчивому развитию всего общества.

Ключевые слова: адаптивный спорт, инклюзивное образование, лица с ограниченными возможностями, социальная интеграция, реабилитация, политика, Узбекистан, БРИКС.

Annotatsiya Ushbu maqolada adaptiv sport tizimida inklyuziv ta'lim siyosatining nazariy asoslari, amaldagi qonunchilik bazasi va bugungi kundagi dolzarb ahamiyati tahlil qilinadi. Jismoniy imkoniyati cheklangan shaxslarning sportga jalb etilishi orqali ularning jismoniy reabilitatsiyasi, ijtimoiy integratsiyasi va hayot sifatini yaxshilash muammolariga e'tibor qaratilgan. Maqolada O'zbekiston Respublikasida adaptiv sportni rivojlantirish bo'yicha amalga oshirilayotgan islohotlar, xususan, Prezidentning 2024-yil 8-noyabrdagi PQ-389-son qarori asosida tasdiqlangan "Adaptiv sport turlarini rivojlantirish Dasturi" tahlil etiladi. Shuningdek, xalqaro tajriba va ilg'or

metodlar (BRICS mamlakatlari misolida) asosida adaptiv jismoniy tarbiya va sport sohasidagi mavjud to‘siqlar va ularni bartaraf etish yo‘llari ko‘rib chiqiladi. Tadqiqot natijalari shuni ko‘rsatadiki, inklyuziv ta’lim siyosatining samarali amalga oshirilishi nafaqat alohida ehtiyojli shaxslarning jismoniy va psixologik rivojlanishiga, balki butun jamiyatning barqaror taraqqiyotiga xizmat qiladi.

Kalit so‘zlar: adaptiv sport, inklyuziv ta’lim, jismoniy imkoniyati cheklangan shaxslar, ijtimoiy integratsiya, reabilitatsiya, siyosat, O‘zbekiston, BRICS.

INTRODUCTION

The development of modern society is based on the principle of equality of human rights and opportunities. This principle should be reflected in all aspects of social life, including education and sports. The full integration of people with disabilities (PWDs) into society, ensuring their physical and social activity, has become one of the pressing issues. It is at this point that adaptive sports and inclusive education policies play an important role.

Adaptive sports are a type of sport designed for people with disabilities, which serves to form a healthy lifestyle, ensure their active participation in society, and strengthen their self-confidence. This article analyzes the theoretical and practical aspects of inclusive education policies in adaptive sports, its significance today, as well as the reforms being implemented in this area in Uzbekistan and abroad.

MAIN SECTION

Adaptive sport and inclusive education: key concepts and principles. Inclusive education guarantees the right of every individual to receive a quality education, regardless of their physical or mental characteristics. This principle is also reflected in the field of sports. Adaptive physical education (APE) aims to adapt physical education in schools to the needs of students with special educational needs, contributing to their optimal physical and psychosocial development. This approach creates opportunities for children with special needs to engage in physical activity on an equal basis with society. International symposia dedicated to the global development of inclusive physical education (for example, ISAPA 2025, held in Ireland in 2025) have been rich in discussions aimed at overcoming systemic, cultural and political barriers. As highlighted in these events, key challenges include a fragmented training of trainers system, limited implementation of adapted curricula, and a disconnect between research and practice.

Adaptive sports and inclusive education policy in Uzbekistan.Over the years of Uzbekistan's independence, great work has been done to develop adaptive sports. In 2017, the National Paralympic Committee of Uzbekistan expanded its activities and special sports schools and rehabilitation centers were established in our republic. In recent years, reforms in this area have accelerated. On November 8, 2024, the President adopted Resolution No. PQ-389 “On additional measures to improve the physical rehabilitation system by involving persons with disabilities in sports.” This document established that, starting from December 15, 2024, “Inson” social service centers will issue free passes for sports at state-owned sports facilities upon the application of persons with disabilities who wish to engage in sports.

In accordance with the document, the following structures have been established:

Territorial branches of the Association of Adaptive Sports of Uzbekistan;

The Institute of Adaptive Physical Education and Adaptive Sports Specialists on the basis of the Institute for Training of Paralympic Sports Specialists under the National Paralympic Committee of Uzbekistan.

The main tasks of the Association include the popularization and development of adaptive sports, the identification and training of talented athletes, as well as the creation of a material and technical base.

The resolution also stipulates the construction, repair and equipment of sports facilities in specialized educational institutions for children with special educational needs in 2025-2026, the organization of sports clubs.

According to the new resolution adopted in April 2026, the system of personnel training and advanced training in adaptive sports is being improved. In particular, the Tashkent branch of the Gersen Russian State Pedagogical University is being transformed into a base university for inclusive sports.

At a videoconference meeting chaired by President Shavkat Mirziyoyev, it was reported that the number of paraathletes in the country has increased fourfold, exceeding 7,000, 29% of whom are women. The number of sports schools with clubs for young people with disabilities has increased from 33 to 235. At the same time, the problem of a lack of scientifically based methodology, standards, and educational literature remains.

An inclusive system based on the Olympic and Paralympic models is being introduced in the organization of sports competitions. This means that parasports competitions will also be organized and joint training will be held at the venues where the championships will be held.

Cooperation has been established between Uzbekistan and Russia in the field of adaptive sports. Within the framework of this cooperation, a system of training specialists will be formed, the quality of inclusive education will be improved, and opportunities for people with disabilities to receive education, socialize, and successfully realize themselves in society will expand.

International experience: BRICS countries

The experience of the BRICS countries (Brazil, Russia, India, China, South Africa) provides valuable information in the field of adaptive physical education. The inclusion of LSEN (students with special educational needs) in physical education is mandatory in the education policies of these countries. However, research shows that only in Russia, India and China there are clear guidelines for adapting physical education activities in state documents. Although specialists are required to be qualified in special or inclusive education, the training of specialized adaptive physical education trainers is not available in all BRICS countries.

A systematic review of the scientific literature shows that inclusive adaptive physical education occupies an important place in global education policy. While traditional paradigms such as universal design and the social model of disability dominate, insufficient attention is paid to new dimensions such as intersectionality, cultural sensitivity and institutional reform.

Physical and Psychological Benefits of Adaptive Sports

The benefits of adaptive sports are multifaceted. Physically, this system develops motor skills, balance and movement activity of students with special needs. Psychologically, adaptive sports strengthen self-confidence, develop social relationships and reduce feelings of loneliness. Research shows that people with disabilities suffer from loneliness and social isolation almost twice as much. Adaptive physical education classes play an important role in reversing this trend, helping students develop interconnectedness, social skills and confidence.

Inclusion forums held in Uzbekistan demonstrate in a practical way the importance of adaptive physical education for children with various nosologies (Down syndrome, cerebral palsy, autism spectrum disorders, visual impairments, etc.).

Current problems and prospects

Although significant progress has been made in the field of adaptive sports and inclusive education, a number of problems remain. In particular:

Insufficient material and technical base: Lack of special equipment and adapted sports facilities;

Insufficient personnel qualifications: Lack of specialized trainers and methodologists in adaptive sports;

Lack of scientific and methodological literature: Lack of programs and manuals adapted to local language and conditions;

Social barriers: Stereotypes and misconceptions about disabilities in society.

Similar problems exist globally. International experts emphasize the need to focus on specific strategies to overcome barriers, including the use of equity and context-sensitive local practices. In the future, it is necessary to further develop adaptive sports, considering them not only as a means of rehabilitation, but also as a mechanism for implementing sustainable changes in society.

CONCLUSION

In adaptive sports, inclusive education policy is an important factor in the full integration of people with disabilities into society. Uzbekistan is taking serious steps in this area: special programs are being adopted, specialized institutions are being established, and international experience is being studied. Presidential decrees, in particular, document No. PQ-389, include comprehensive measures for the development of adaptive sports.

At the same time, it is necessary to continue work in such areas as strengthening the material and technical base, training qualified personnel, creating scientific and methodological literature, and forming an inclusive culture in society. Adaptive sports are not only competitions, but also an important tool for the practical manifestation of social changes and the principle of equality in society. Effective implementation of inclusive education policy will not only improve the quality of life of people with special needs, but also serve the sustainable and fair development of society as a whole.

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Ernazarov, G. N. (2022). PROBLEMS OF VALEOLOGICAL CULTURE OF STUDENTS. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036*, *11*(12), 57-66.