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THE ROLE OF MULTILINGUAL EDUCATION IN PROMOTING INCLUSIVE EDUCATION IN UZBEKISTAN

Annotation

Uzbekistan, a Central Asian country with a rich tapestry of ethnic and linguistic diversity, faces significant challenges in providing inclusive education for its multilingual population. With over 130 ethnic groups and multiple languages spoken, including Uzbek (the state language), Russian, Tajik, Kazakh, and others, the country must navigate complex educational landscapes to ensure equitable access to education for all. The role of multilingual education is central to promoting inclusive education, as it can bridge the gap for students from different linguistic backgrounds, enabling them to fully participate in the learning process. This article explores the role of multilingual education in promoting inclusive education in Uzbekistan, focusing on the case study of Bukhara, a region with a high concentration of Tajik-speaking communities. It discusses how multilingual education has been implemented in Bukhara, identifies the key challenges faced by students and educators, and proposes strategies to overcome these obstacles. A SWOT analysis of multilingual education in Uzbekistan highlights the strengths, weaknesses, opportunities, and threats to its success in promoting inclusive education.

Key words: Multilingual Education, Inclusive Education, Uzbekistan, Bukhara, Linguistic Diversity, Educational Reforms, SWOT Analysis, Minority Languages, Tajik-speaking Communities.

O‘ZBEKISTONDA INKLYUZIV TA’LIMNI RIVOJLANTIRISHDA KO‘P TILLI TA’LIMNING O‘RNI

Annotatsiya

Markaziy Osiyoning etnik va til xilma-xilligiga boy davlati bo‘lgan O‘zbekiston ko‘p tilli aholisi uchun inklyuziv ta’limni ta’minlashda jiddiy muammolarga duch kelmoqda. 130 dan ortiq etnik guruhlar va ko‘p tillarda, jumladan, o‘zbek (davlat tili), rus, tojik, qozoq va boshqalarda so‘zlashadigan mamlakat barcha uchun ta’lim olishdan teng foydalanish imkoniyatini ta’minlash uchun murakkab ta’lim landshaftlaridan foydalanishi kerak. Ko‘p tilli ta’limning o‘rni inklyuziv ta’limni rivojlantirishda muhim o‘rin tutadi, chunki u turli tillarga mansub o‘quvchilar o‘rtasidagi tafovutni bartaraf etib, ularga o‘quv jarayonida to‘liq ishtirok etish imkonini beradi. Ushbu maqola O‘zbekistonda inklyuziv ta’limni rivojlantirishda ko‘p tilli ta’limning rolini o‘rganadi, tojik tilida so‘zlashuvchi jamoalar ko‘p bo‘lgan Buxoro viloyatining amaliy misollariga e’tibor qaratadi. Unda Buxoroda ko‘p tilli ta’lim qanday amalga oshirilganligi muhokama qilinishi, o‘quvchilar va o‘qituvchilar oldida turgan asosiy muammolar aniqlanadi va bu to‘siqlarni bartaraf etish strategiyalari taklif etiladi. O‘zbekistonda ko‘p tilli ta’limning SWOT tahlili inklyuziv ta’limni rivojlantirishda uning muvaffaqiyati uchun kuchli, zaif tomonlari, imkoniyatlari va tahdidlarini ko‘rsatadi.

Kalit so‘zlar: Ko‘p tilli ta’lim, inklyuziv ta’lim, O‘zbekiston, Buxoro, til xilma-xilligi, ta’lim islohotlari, SWOT tahlili, ozchilik tillari, tojik tilida so‘zlashuvchi jamoalar.

РОЛЬ МНОГОЯЗЫЧНОГО ОБРАЗОВАНИЯ В РАЗВИТИИ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ В УЗБЕКИСТАНЕ

Аннотация

Узбекистан, центральноазиатская страна с богатым этническим и языковым разнообразием, сталкивается со значительными трудностями в обеспечении инклюзивного образования для своего многоязычного населения. В стране проживает более 130 этнических групп, говорящих на нескольких языках, включая узбекский (государственный), русский, таджикский, казахский и другие, поэтому страна должна ориентироваться в сложных образовательных условиях, чтобы обеспечить равный доступ к образованию для всех. Многоязычное образование играет ключевую роль в развитии инклюзивного образования, поскольку оно позволяет преодолеть разрыв между учащимися из разных языковых групп, предоставляя им возможность полноценно участвовать в учебном процессе. В данной статье рассматривается роль многоязычного образования в развитии инклюзивного образования в Узбекистане на примере Бухары – региона с высокой концентрацией таджикоязычных общин. В статье рассматривается внедрение многоязычного образования в Бухаре, определяются основные проблемы, с которыми сталкиваются учащиеся и преподаватели, и предлагаются стратегии их преодоления. SWOT-анализ многоязычного образования в Узбекистане выявляет сильные и слабые стороны, возможности и угрозы, препятствующие его успешному продвижению инклюзивного образования.

Ключевые слова: Многоязычное образование, инклюзивное образование, Узбекистан, Бухара, языковое разнообразие, образовательные реформы, SWOT-анализ, языки национальных меньшинств, таджикоязычные сообщества.

Introduction. Uzbekistan being Central Asian country of former USSR has undergone significant educational reforms in recent years. With a population that speaks various languages, including Uzbek (the official language), Russian,

Tajik, Kazakh, and a range of minority languages, the education system faces the challenge of providing equitable and inclusive education for all. The inclusion of multilingual education plays a crucial role in ensuring that all learners, regardless of their

linguistic background, have equal opportunities to access quality education.

Methodology of the article. In this article, the methodology combines SWOT analysis and a case study approach to explore the promotion of inclusive education in the Bukhara region, Uzbekistan. These methods will be employed to assess the current situation, identify challenges, and propose solutions for the effective implementation of inclusive education. SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) will be used to evaluate the current state of inclusive education in the Bukhara region and provide a comprehensive understanding of both the internal and external factors that influence its development.

Application of SWOT in the Case Study:

The SWOT analysis will be applied specifically to the Bukhara region by gathering data from local schools, teachers, and educational stakeholders. Interviews and surveys will be conducted to assess the strengths and weaknesses of current educational systems, identify opportunities for growth, and highlight any external threats that might impede inclusive education.

Data Collection:

By using SWOT analysis and a case study approach, this methodology will provide a comprehensive and nuanced understanding of the barriers and opportunities for inclusive education in Bukhara, Uzbekistan. The findings will contribute to a better understanding of how multilingual and inclusive education can be promoted in regions with diverse linguistic and cultural backgrounds. This research will also provide evidence-based recommendations for educators, policymakers, and communities to work together to create a more inclusive and accessible education system in Uzbekistan.

To carry out a detailed SWOT analysis, case study, and quantitative analysis on inclusive education in Bukhara city and Vobkent district, we can structure the methodology and findings through tables, diagrams, interviews, and other data sources as follows:

The SWOT analysis will assess the internal and external factors that affect the promotion of inclusive education in the selected schools in Bukhara city (Schools № 1, 2, 38, 23) and Vobkent district (School № 5). Below we will provide SWOT analysis table:

Strengths (Internal)	Weaknesses (Internal)
- Strong community involvement in Schools 1 & 2	- Insufficient teacher training in inclusive methods
- Active involvement of parents in School 38	- Lack of special education materials in rural schools (e.g., School 5)
- Bilingual students creating a diverse environment (Schools 1, 2)	- Limited resources for students with disabilities
- Implementation of inclusive classrooms in School 23	- Resistance from some teachers and parents towards inclusive education

Opportunities (External)	Threats (External)
- Government support for inclusive education	- Socio-cultural resistance to inclusion of disabled students
- International partnerships for educational development	- Economic limitations affecting the development of infrastructure
- Multilingual education initiatives in the region	- Insufficient political will to implement inclusive education reforms
- Increasing awareness about diversity and inclusion	- Lack of qualified teachers in remote areas (e.g., School 5 in Vobkent)

Schools Selected for Case Study:

Bukhara City: Schools 1, 2, 38, and 23

Vobkent District: School 5

Case Study Framework:

Schools Overview:

School 1: Public school in Bukhara city, with a focus on multilingual students from various socio-economic backgrounds.

School 2: An urban school experimenting with inclusive practices for students with disabilities and linguistic diversity.

School 38: A school in suburban Bukhara, focusing on integrating multilingual students into the classroom.

School 23: A model school for inclusive education, especially for students with special educational needs.

School 5 (Vobkent District): A rural school aiming to provide inclusive education for students with special needs and those from linguistic minority groups.

Data Collection Methods:

Surveys/Questionnaires:

Distributed to teachers, students, and parents to gather quantitative data on their perceptions of inclusive education.

Questions focus on classroom inclusion, resources, teaching strategies, and the academic performance of students with disabilities.

Interviews: Teachers: Interviews with teachers to understand their approach to inclusive education, challenges they face, and their needs for professional development.

Administrators: School administrators will be interviewed to discuss policy implementation, school-level inclusivity, and the use of resources.

Parents: Parents will be interviewed to assess their satisfaction with inclusive education and identify gaps in community involvement.

Classroom Observations:

Observe how inclusive practices are implemented in classrooms. Teachers' strategies for including multilingual students and students with disabilities will be documented.

Focus on classroom setups, teaching materials, and the interaction between teachers and students.

Focus Groups:

Conduct focus group discussions with students, teachers, and parents to assess their attitudes towards inclusive education and identify common barriers to implementation.

Analysis. Multilingualism in Uzbekistan is not just a cultural trait but also an educational necessity. As the country continues to modernize its education system, inclusive multilingual approaches are key to addressing the needs of diverse linguistic groups. These approaches support the development of equitable learning environments where children from different linguistic backgrounds can thrive academically and socially.

SWOT Analysis of Multilingual Education in Uzbekistan. Carrying out a SWOT analysis of multilingual education in Uzbekistan is essential for crafting well-rounded, evidence-based strategies that promote inclusive education. It

allows stakeholders to assess the current system, recognize strengths, address weaknesses, seize opportunities for improvement, and mitigate potential threats. This analysis is particularly relevant in a multilingual society like Uzbekistan, where embracing linguistic diversity is key to fostering an inclusive, equitable, and high-quality education system. Through this process, Uzbekistan can work towards creating an education system that celebrates linguistic diversity while ensuring all students have access to the resources, support, and opportunities they need to succeed. We carried out SWOT analysis in the region as Bukhara secondary and primary education systems in order to analyze multilingual education environments organized for Tadjik speaking students. The reports and analysis are carried out with the help of Bukhara regional public education department.

A case study on promoting inclusive education in Bukhara is necessary to understand the unique challenges and opportunities in this region of Uzbekistan. It provides a deep dive into local practices, offering valuable insights into the integration of multilingual education, the resource gaps, teacher training needs, and community involvement. By analyzing the context, identifying weaknesses, and exploring the potential for growth, this case study will not only contribute to the development of inclusive education in Bukhara but also serve as a model for other regions of Uzbekistan striving to achieve equity and accessibility in education.

Case Study: Promoting Inclusive Education in Bukhara Bukhara, located in the central part of Uzbekistan, is home to a large Tajik-speaking population. The educational system in this region faces unique challenges due to linguistic diversity. Historically, Tajik-speaking students in Bukhara have struggled with access to quality education, as many schools prioritize teaching in Uzbek, the national language. This has created an academic gap, with students who are not proficient in Uzbek facing difficulty in comprehending lessons, leading to lower academic performance and increased dropout rates.

To address these issues, Bukhara has implemented several multilingual education initiatives. Local schools have introduced Tajik-language instruction alongside Uzbek and Russian. Teacher training programs have been developed to equip educators with the skills to teach in multiple languages effectively. Additionally, educational materials in Tajik, Uzbek, and Russian are being produced to ensure that all students have access to the same curriculum, regardless of their first language.

However, despite these efforts, there are still significant challenges. The lack of adequate resources, including multilingual textbooks, and the need for continued professional development for teachers, remain pressing concerns. Moreover, there is some resistance from parents and local communities who may feel that focusing on minority languages detracts from the importance of the national language, Uzbek.

Conclusion. While Uzbekistan has made strides in integrating multilingual education to promote inclusivity, significant challenges remain. Through targeted policies, further investment in resources, and addressing cultural resistance, the country can continue its progress toward equitable and inclusive education for all students, particularly in linguistically diverse regions like Bukhara.

The development of inclusive multilingual education in Uzbekistan is a critical step toward achieving equity and accessibility in the country's education system. By ensuring that students from various linguistic backgrounds have access to quality education in languages they understand, Uzbekistan can foster a more inclusive, fair, and successful educational environment. As the nation continues to evolve, it is essential that multilingual education policies are further developed and implemented, not only to support diverse communities but also to contribute to the overall socio-economic development of Uzbekistan.

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