

## INCLUSIVE SOCIETY IS THE SPIRITUAL FOUNDATION OF THE STATE

<https://doi.org/10.5281/zenodo.11169886>

**Jaloliddin Bekmurodov**

*Independent researcher of the*

*Academy of Public Administration*

*under the President of the Republic of Uzbekistan*

Glorifying human value and achieving sustainable development based on pleasing people has risen to the level of the priority policy of the state and the advanced trend of modern management in New Uzbekistan. The inclusive approach is derived from the Latin word "includo" which means joining, becoming a full participant, achieving equal partnership.

This term, which came into science and practice at the end of the 20th century, was initially used only as a concept expressing the inclusion and integration of disabled people and people with limited opportunities into society, but by the 21st century, the geography of the term's application has expanded dramatically. The phenomenon of inclusiveness has been approached as a factor of activating educational processes, establishing mutual cooperation and cooperative activities in agriculture, industry, achieving equality, harmony, showing each subject as a full participant in the process, realizing their strengths. President Shavkat Mirziyoyev's conversation with the EU Special Representative for Central Asia, Terkhi Khakala, emphasized the importance of inclusiveness in all aspects of life, the importance of such an approach, especially in politics, and its current place and role in today's rapidly changing times.

The President of Uzbekistan Sh. Mirziyoyev noted that large-scale work on the establishment of an inclusive society will be carried out in our country. In particular, he noted that representatives of the needy population, persons with disabilities, who need active integration into the society, will be fully supported. In his address on the occasion of the International Day of Persons with Disabilities, the President paid special attention to the implementation of systematic and complex measures in this regard in our country, and said, "I assure you that we will

mobilize all our strength and capabilities so that no citizen of New Uzbekistan feels alone."<sup>43</sup>.

Also, President Shavkat Mirziyoyev's idea in the article entitled "Samarkand Summit of the Shanghai Cooperation Organization: dialogue and cooperation in an interdependent world" published before the start of the Samarkand Summit of the Shanghai Cooperation Organization, that "only if each of us is strong, the Shanghai Cooperation Organization will be strong" is brought to the attention of the essence today. It clearly expresses that inclusiveness, equal rights, the potential for mutual harmony is the only and most correct way to humanize the fate of all mankind and has reached the level of social necessity.

An inclusive society essentially embodies inclusive education and inclusive partnership. According to experts, the role of social partnership in the development of inclusive education is incomparable. That is why one of the main principles of development of inclusive education is social partnership<sup>44</sup>.

Social partnership is a system of communication aimed at solving certain social problems existing in the society and reaching a consensus on the goal on the basis of mutual cooperation and harmonization of interests of state authorities and institutions of civil society.<sup>45</sup>

It is gratifying that strong legal foundations are being created in our country in order to build an inclusive society. The Law No. 376 of the Republic of Uzbekistan on September 25, 2014 "On Social Partnership" was an important document adopted in this direction. Nevertheless, at a time when the rapid development of today's education sector has become a vital necessity, to achieve this, it is of great importance to widely use the opportunities of social partnership and adapt it to all areas of social life. An inclusive approach ultimately creates an environment of mutual understanding, support and consensus in various aspects of social life.

According to the experience of the developed countries of the world, inclusive communication is especially effective in the practice of three-generation meetings in neighborhoods, connection of luminaries and entrepreneurs to young people, ensuring family-school and community cooperation in schools. In particular, the activities of inclusive education and upbringing at school, which is a specialized form of social work, deserve attention. Initially, social work as an inclusive practice

<sup>43</sup>Source:[https://t.me/Press\\_Secretary\\_Uz/1922https://iibb.uz/uz/news/zbekiston-respublikasi-prezidenti-Shavkat-Mirziyoyev-met-with-members-of-the-constitutional-commission](https://t.me/Press_Secretary_Uz/1922https://iibb.uz/uz/news/zbekiston-respublikasi-prezidenti-Shavkat-Mirziyoyev-met-with-members-of-the-constitutional-commission)

<sup>44</sup>Nishanbayeva Enahon, Abdukhaliyov Abdulla. The role of social partnership in the development of inclusive education // International Journal of Social Studies. 2020, vol. 4, issue 3, pp. 126-133

<sup>45</sup>Muminov A., Nishanbaeva E., Abdukhaliyov A. Social partnership. Methodical guide. University publishing house. - T.: 2018. – B.17

in public schools was introduced in New York State in the United States with the aim of meeting the educational needs of disabled children, thus effective activity was established in achieving close cooperation between family and school, this experience was also established in Chicago, Boston and Hartford, Connecticut in 1906 - 1907<sup>46</sup>.

The first school social workers, called "visiting teachers", provide family-school cooperation, which is the mainstay of inclusive education. The American scientist Mary Richmond (1861-1928) pointed out the importance of the visiting teacher service, "the visiting teacher" takes a strategic position between the family and the school, establishes an inclusive dialogue. It is worth noting that there was no better way to inclusiveness of education than it was acceptable and more useful at that time<sup>47</sup>.

Another well-known American sociologist, J. Oppenheimer, developed and described the role of the school social worker, who is responsible for inclusive communication, from the perspective of school-family-community relations<sup>48</sup>. In addition, Columbia University professor J. Epstein (1915-1996) stated that "school-family communication means the importance of education to children in order to ensure the process of mutual support and continuity between these two (family and school interaction) which serves as main influencing factors in a child's life"<sup>49</sup>.

American professor S. Germain (1917-1995) prioritizes the role of social worker in ensuring inclusiveness in education by stating that "the social worker of the school "is influenced not only by the interaction of the child and the school, but also by family and school, community and school, in this way they can help the child, parents and the community develop social competence"<sup>50</sup>. The main direction of social work in the school is: teacher, parent and student, the correct distribution of the tasks of the objects of the three directions, the control of their implementation is carried out by the social worker, and a healthy environment is ensured through the right activities. Because "... it is important for school social workers to implement

<sup>46</sup>Mears PA, Washington OR, Welsh BL. Social Work Services in Schools, Allyn and Bacon, Boston, 1996.

(1) (New Uzbekistan newspaper, September 12, 2022 issue)

<sup>47</sup>Richmond, ME (1922). What is social case work? An introductory description. New York, NY: RussellSage: Foundation.(-P.-197)<https://archive.org/details/whatisocialcase00richuoft/page/26/mode/2up>

<sup>48</sup>R. Constable, JP Flynn and McDonald, Sh. 2002. School social work. Practice, Police, and Research Perspectives. Lyceum Books P.11

<https://archive.org/stream/schoolsocialwork05edunse#page/n7/mode/2up>

<sup>49</sup>Epstein, JL, & Lee, S. (1995). National patterns of school and family connections in the middle grades. In BA Ryan, T. Adams, R. Gullotta, G. Weissberg, & R. Hampton (Eds.), The family-school connection: Vol. 2. Theory, research, and practice (pp. 108–154). Thousand Oaks, CA: Sage.<https://sedl.org/connections/resources/citations/38.html>

<sup>50</sup>Germain, CB (2002). An ecological perspective on social work in the schools. In R. Constable, S. McDonald, & JP Flynn (Eds.), School social work practice, policy and research perspectives (5th ed., pp. 25–35). Chicago: Lyceum Books. -P.27

the scientific and social mission of local and responsible persons through family, school and public cooperation<sup>51</sup>.

In an inclusive environment, equal, harmonious and unanimous movement of people, communities and states is assumed to be practiced in a state of social trend rather than in the individual approach of some sociums or individuals.

Especially in our country, where priority is given to glorifying human dignity, such a movement is gaining a wider social meaning. The role of inclusiveness in the social state is evident in the following principle:

- Realization of human value through its abilities and potentials;
- Becoming a real participant in socio-political and creative activities of every person or team;
  - Each person, community or state has its own voice, place and role based on equality;
  - Support the collective tendency of everyone;
  - Bringing out the strengths of each person and the team becomes a priority policy;
  - Creating a situation where the community factor does not negate diversity and individuality
- The manifestation of each person's identity as a peal initiator of the reforms implemented in the society;
- Creating opportunities for everyone to achieve the highest status in professional, intellectual and artistic development, that is, the level of "professional perfection".

Inclusiveness is based on the essence of the unity and interdependence of all humanity on our Earth, so much so that many of today's threats require co-operation not only regionally but also globally.

Emphasising that the root of interpersonal, inter-community and inter-state integration lies in the development of this factor, the President Sh.Mirziyoyev stated: "Drawing on the experience of our many years of joint work, we say with confidence that the Samarkand SCO Summit can become a unique example of establishing a new, inclusive dialogue based on the principles of mutual respect, trust and constructive cooperation on the path of common security and development".

Inclusive relationships are a social phenomenon well suited to the environment of New Uzbekistan. the Marxist approach of the former Soviets,

---

<sup>51</sup>School Social Work Association of America. (2005). SSWAA's organizational mission statement. Retrieved April 1, 2008, from <http://www.sswaa.org/>

which is the rule "from each according to his ability and to each according to his needs", opens up the possibility of stratification of people not naturally but artificially, allowing some people to move into a state of poverty without trying to fully utilise their abilities and potential. Furthermore, this concept does not envisage the growth and development of a person, it is essentially a static rather than a dynamic phenomenon. Whereas the inclusion, as mentioned above, is important because it gives equal opportunity for development and growth to each and every individual..

It is inclusiveness that allows points of growth - 'drivers' to emerge and spread widely in all areas and directions of our country. Especially since, in the next important stage of the process of fundamental reform of the public administration system, the downgrading of vertical governance structures to the lowest level of society, that is neighbourhood, has created a sustainable legal and social basis for the large-scale implementation of inclusiveness in society. The Governor's assistants, youth leaders and women activists working in our neighbourhoods today are creating a system of both vertical and horizontal social attention among different classes of people, ensuring that everyone has the same, fair, equal conditions, a decent life, permanent sources of income and active engagement by creating a total inclusive environment in the society in essence.

In a Presidential address to the High-Level Dialogue on Global Development in the BRICS Plus format, President of the Republic of Uzbekistan Shavkat Mirziyoyev stressed that an inclusive partnership is a necessary platform for advancing the sustainable development agenda, he remarked that Uzbekistan has consistently continued reforms based on the principle of 'Human Interests Above All'.

The main priorities of the New Uzbekistan are centred on improving governance, reducing poverty and becoming an upper-middle income country by 2030 through inclusive social development.

The crisis situation observed in the world economy creates an obstacle to achieving inclusive development of the entire global trade and investment system.

In such circumstances:

- eliminating obstacles and creating a new production and trade and logistics chain;
- Attracting investment in industrial cooperation and infrastructure modernisation project;

- It is important to take well coordinated measures to further deepen cooperation in technology transfer and innovation, artificial intelligence, digitalisation, biotechnology, including vaccine production.

One of the important areas of inclusive cooperation is poverty alleviation and entrepreneurship support programmes. In addition,

It is impossible to achieve inclusive growth without paying the necessary attention to the development of human capital. We are interested in participating in BRICS programmes such as the University League and Network University, as well as in expanding cooperation in vocational education and youth policy.

The UN General Assembly supported the initiative of the President of the Republic of Uzbekistan.

On 14 December, the UN General Assembly unanimously approved a resolution on strengthening the role of parliaments in accelerating the achievement of the Sustainable Development Goals (SDGs). The President of Uzbekistan proposed to adopt this resolution at the 75th session of the UN General Assembly in 2020.

The resolution emphasized the important role of parliaments in re-engaging in unity, solidarity and multilateral cooperation to support an inclusive, resilient and sustainable recovery from the COVID-19 pandemic and to accelerate action towards sustainable development without leaving anyone behind.

The General Assembly calls on States to support and involve parliaments in the SDGS monitoring and review process, especially in the preparation of voluntary national analyses, and to assist them in ensuring and strengthening national ownership and accountability.

#### REFERENCES:

1. Source:[https://t.me/Press\\_Secretary\\_Uz/1922](https://t.me/Press_Secretary_Uz/1922)[https://iibb.uz/uz/news/zbekiston-respublikasi-prezidenti-Shavkat-Mirziyoyev-met with members of the constitutional commission.](https://iibb.uz/uz/news/zbekiston-respublikasi-prezidenti-Shavkat-Mirziyoyev-met-with-members-of-the-constitutional-commission)
2. Nishanbayeva Enahon, Abdukhalilov Abdulla. The role of social partnership in the development of inclusive education // International Journal of Social Studies. 2020, vol. 4, issue 3, pp. 126-133.
3. Muminov A., Nishanbaeva E., Abdukhalilov A. Social partnership. Methodical guide. University publishing house. - T.: 2018. - B.17.
4. Mears PA, Washington OR, Welsh BL. Social Work Services in Schools, Allyn and Bacon, Boston, 1996.

5. New Uzbekistan" newspaper, September 12, 2022 issue.
6. Richmond, ME (1922). What is social case work? An introductory description. New York, NY: RussellSage: Foundation.(-P.-197)<https://archive.org/details/whatisocialcase00richuoft/page/26/mode/2up>.
7. R. Constable, JP Flynn and McDonald, Sh. 2002. School social work. Practice, Police, and Research Perspectives. Lyceum Books P.11<https://archive.org/stream/schoolsocialwork05edunse#page/n7/mode/2up>
8. Epstein, JL, & Lee, S. (1995). National patterns of school and family connections in the middle grades. In BA Ryan, T. Adams, R. Gullotta, G. Weissberg, & R. Hampton (Eds.), The family–school connection: Vol. 2. Theory, research, and practice (pp. 108–154). Thousand Oaks, CA: Sage.<https://sedl.org/connections/resources/citations/38.html>
9. Germain, CB (2002). An ecological perspective on social work in the schools. In R. Constable, S. McDonald, & JP Flynn (Eds.), School social work practice, policy and research perspectives (5th ed., pp. 25–35). Chicago: Lyceum Books. -P.27
10. School Social Work Association of America. (2005). SSWAA's organizational mission statement. Retrieved April 1, 2008, from<http://www.sswaa.org/>
11. New Uzbekistan newspaper, June 24, 2022 issue.

## REFERENCES:

1. Манбаа:[https://t.me/Press\\_Secretary\\_Uz/1922https://iibb.uz/uz/news/zbekiston-respublikasi-prezidenti-Shavkat-Mirziyoyev-konstitutsiyaviy-komissiya-azolari-bilan-uchrashdi](https://t.me/Press_Secretary_Uz/1922https://iibb.uz/uz/news/zbekiston-respublikasi-prezidenti-Shavkat-Mirziyoyev-konstitutsiyaviy-komissiya-azolari-bilan-uchrashdi).
2. Nishanbayeva Enahon, Abdukhalilov Abdulla. The role of social partnership in the development of inclusive education // International Journal of Social Studies. 2020, vol. 4, issue 3, pp. 126-133.
3. Муминов А., Нишанбаева Э., Абдухалилов А. ИЖТИМОЙ шериклик. Услубий кўлланма. Университет нашриёти. – Т.:2018 йил. – Б.17.
4. Mears PA, Washington OR, Welsh BL. Social Work Services in Schools, Allyn and Bacon, Boston, 1996.
5. Янги Ўзбекистон” газетаси, 2022 йил, 12-сентябрь сони.
6. Richmond, M. E. (1922). What is social case work? An introductory description. New York, NY: RussellSage: Foundation.(-P.-197) <https://archive.org/details/whatisocialcase00richuoft/page/26/mode/2up>.

7. R. Constable, J.P Flynn and McDonald, Sh. 2002. School social work. Practice, Police, and Research Perspectives. Lyceum Books P.11  
<https://archive.org/stream/schoolsocialwork05edunse#page/n7/mode/2up>
8. Epstein, J. L., & Lee, S. (1995). National patterns of school and family connections in the middle grades. In B. A. Ryan, T. Adams, R. Gullotta, G. Weissberg, & R. Hampton (Eds.), *The family-school connection: Vol. 2. Theory, research, and practice* (pp. 108-154). Thousand Oaks, CA: Sage.  
<https://sedl.org/connections/resources/citations/38.html>
9. Germain, C. B. (2002). An ecological perspective on social work in the schools. In R. Constable, S. McDonald, & J. P. Flynn (Eds.), *School social work practice, policy and research perspectives* (5th ed., pp. 25-35). Chicago: Lyceum Books. -P.27
10. School Social Work Association of America. (2005). SSWAA's organizational missionstatement. Retrieved April 1, 2008, from <http://www.sswaa.org/>
11. Янги Ўзбекистон газетаси, 2022 йил 24 июнь сони.