

---

**CONFERENCE ARTICLE**

**Specific Features Of Assessing Physical Development In Inclusive Education**

**Dilshoda Akhmadjonova**

First-Year Master's Student Andijan State University, Uzbekistan

**Madina Kholmirezayeva**

Associate Professor Kokand University Andijan Branch, Uzbekistan

---

**ABSTRACT**

This thesis provides a detailed analysis of the theoretical foundations and practical aspects of assessing the physical characteristics of students studying in an inclusive educational environment. The study examines the essence of the concept of physical development, its structural components, and assessment criteria from a scientific perspective. In addition, the assessment system based on anthropometric, physiological, and motor activity indicators is explained through modern scientific approaches.

**Keywords:** Inclusive education, level of physical development, assessment system, anthropometric indicators, motor activity, physiological condition, individualized approach, monitoring process, educational effectiveness.

---

**INTRODUCTION**

In the modern education system, the concept of inclusive education is becoming one of the priority directions worldwide. The essence of this approach lies in ensuring that all children—regardless of their health status, physical abilities, psychological condition, or social background—have equal opportunities within a unified educational environment. This approach serves not only pedagogical purposes but also promotes social justice and the protection of human rights.

The concept of inclusive education has gained international recognition and has been identified as a priority area in the educational policies of many countries. In educational practice, primary attention is often directed toward academic achievement. However, scientific studies indicate that a student's physical development directly influences educational success. Physically healthy and active children demonstrate better concentration, information processing, and learning outcomes. Conversely, problems in physical development may negatively affect academic performance, leading to fatigue, decreased motivation, and difficulties in social adaptation.

Particularly among students with special educational needs, levels of physical development vary considerably. In some cases, these differences are natural, while in others they may indicate health or developmental challenges. Therefore, regular monitoring of physical indicators in inclusive educational settings constitutes an important component of the pedagogical process. Such monitoring makes it possible to determine not only the student's current condition but also the dynamics of their development over time.

In Uzbekistan, special attention has recently been devoted to the development of inclusive education. State programs and regulatory documents prioritize the creation of equal educational opportunities for all children, support for students with special needs, and the comprehensive assessment of their development. At the same time, improving methodologies for

assessing physical development and introducing modern approaches remain important challenges.

**The Essence and Components of Physical Development**

Physical development is a complex and continuous process of human growth and formation resulting from the interaction of biological, social, and environmental factors. This concept encompasses not only the external appearance of the body but also its internal functional capabilities. Consequently, physical development is studied at the intersection of several scientific disciplines, including physiology, biology, medicine, and pedagogy.

From a scientific perspective, physical development consists of several major components. First, there are morphological indicators, which include body structure and measurements such as height, body weight, body mass index (BMI), and body proportions. Second, functional indicators involve the cardiovascular system, respiratory system, and muscular activity. Third, neuromotor development includes abilities related to movement control, coordination, and balance.

Understanding physical development becomes even more important within inclusive education because each student's developmental pathway is unique. For example, children with musculoskeletal impairments may demonstrate lower levels of muscle strength and coordination than their peers. However, this does not necessarily indicate insufficient overall development. Rather, it reflects an individualized developmental trajectory.

Modern neurophysiological research confirms a strong relationship between physical activity and cognitive development. Physical exercise strengthens neural connections in the brain and contributes to the enhancement of cognitive functions. In particular, active games and physical activities significantly improve attention, memory, and thinking processes

in children. Therefore, physical development is considered not only a determinant of health but also an important factor in intellectual development.

#### Principles of Assessment in Inclusive Educational Environments

Assessing physical development in inclusive education differs from traditional assessment systems in several ways. First, the assessment process is not limited to comparing students with normative standards; instead, it focuses on identifying each student's individual developmental dynamics. In other words, the primary criterion is the student's progress relative to their own previous performance.

Second, assessment should be conducted through a comprehensive approach. This includes not only anthropometric measurements but also functional abilities, physical activity levels, endurance, coordination, and balance. Such an approach enables a more complete and objective evaluation of the student's physical condition.

Third, assessment in inclusive settings must be differentiated and flexible. Assessment criteria for students with special educational needs should be adapted according to their health conditions and individual capabilities. When necessary, adaptive tests and simplified exercises should be employed.

Fourth, the assessment process should have the character of continuous monitoring. Regular observations allow educators to identify positive or negative developmental changes and to implement appropriate pedagogical and rehabilitation measures in a timely manner.

Fifth, multidisciplinary collaboration plays a significant role in the assessment process. Teachers, psychologists, healthcare professionals, and parents should work together to analyze and support the student's physical development. This collaborative approach enhances the accuracy and effectiveness of assessment outcomes.

#### Conclusion

In conclusion, assessing physical development in inclusive educational settings is a crucial factor in ensuring students' healthy growth and educational effectiveness. This process can achieve the desired outcomes only when it is based on an individualized approach, comprehensive analysis, and continuous monitoring. Indicators of physical development reflect not only a student's health status but also their social adaptation and intellectual potential. Therefore, assessment practices in inclusive education should be grounded in the principles of humanity, fairness, and equal opportunity.

Based on the above considerations, the following recommendations can be proposed:

1. Develop unified methodological guidelines for assessing physical development in inclusive educational institutions.
2. Organize professional development courses for teachers and specialists on adaptive physical education and assessment methodologies.
3. Maintain individual development profiles for each student and implement a systematic monitoring framework.
4. Equip educational institutions with modern diagnostic and sports equipment.
5. Strengthen cooperation with parents and provide recommendations for health-promoting exercises that can be performed at home.

#### References

1. Birlashgan Millatlar Tashkiloti. (2006). *Nogironlar huquqlari to'g'risidagi konvensiya*. Nyu-York: BMT.
2. Hillman, C. H., Erickson, K. I., & Kramer, A. F. (2008). Physical activity, fitness, cognitive function, and academic

achievement in children: A systematic review. *Medicine & Science in Sports & Exercise*, 40(6), 1-12.

3. Jahon sog'liqni saqlash tashkiloti. (2006). *WHO child growth standards: Methods and development*. Jeneva: JSST.
4. Malina, R. M. (2004). *Growth, maturation, and physical activity* (2nd ed.). Champaign, IL: Human Kinetics.
5. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni, 2020-yil 23-sentabr, O'RQ-637-son.
6. O'zbekiston Respublikasi Prezidentining "Maxsus ta'lim ehtiyojlari bo'lgan bolalar uchun ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PF-4860-son Farmoni (2020).
7. Selisko, T. J., Eckert, C., & Perels, F. (2024). The who and what of inclusive education – Profiles of student teachers' attitudes toward inclusive education. *Frontiers in Education*, 9, Article 1435739.
8. UNESCO. (2019). *Physical education and wellbeing: Global perspectives and best practices*. Parij: UNESCO.
9. UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education: All means all*. Parij: UNESCO.
10. Valentini, M., & Gennari, A. S. (2024). The effects of physical activity on cognitive and learning abilities in childhood: A systematic review. *Italian Journal of Health Education, Sport and Inclusive Didactics*, 8(1), 1-10.