

INCLUSIVE EDUCATION AND INCLUSIVE SOCIETY

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ABSTRACT

This article describes the legal basis of involving children with disabilities in inclusive education, as well as the current situation and existing problems of inclusive education in Uzbekistan.

KEYWORDS: *Adaptation, Concept, Communication, Correction, Inclusive Education, Boarding School, Scientific-Practical Experiences, Legal Basis, Experience-Resource Center.*

INTRODUCTION

In accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the Public Education System of the Republic of Uzbekistan until 2030" No. PF-5712, development of inclusive education in Uzbekistan, special in order to improve the system of education and upbringing of children with educational needs and to improve the quality of educational services provided to them

1. In accordance with Appendix 1, the concept of development of inclusive education in the public education system in 2020-2025:

2. "roadmap" for the implementation of the concept of development of inclusive education in the public education system in 2020-2025 in 2020-2021 in accordance with Appendix 2;

The target indicators for the development of children with special educational needs until 2025 were approved in accordance with Appendix 3.

An additional payment of 100 percent to the salaries and basic tariff rates of the head, pedagogue and medical staff of the specialized state educational institution for children with physical or mental developmental disabilities has been retained. Ensuring that disabled people have equal opportunities with all other citizens, eliminating limitations in their life activities, enabling them to live full-blooded lives, actively participate in the economic and socio-political life of society, as well as to fulfill their civic duties creation of conditions is the main content of the humanitarian policy of our country.

Education and upbringing of children in need of special assistance includes such responsibilities as helping to adapt the problems of teaching them to read and write to social life, effective implementation of these tasks, practical assistance to special field workers and parents of disabled children. The main problems of children in need of special assistance cannot be solved by educating them away from the environment in which they live, from their families. It is difficult to achieve social integration if the society does not take responsibility for its members, if the restricted rights and opportunities are not returned.

Solving the problem of equal rights in the education of children with special needs is one of the urgent problems of today. But even today, many children are left out of education for various reasons. It is necessary to consider the organizational, scientific and methodical measures of involvement in inclusive education, that is, to develop activities related to the training of specialists and improvement of their qualifications. There are two main factors for attracting children with special needs to general education institutions:

First, children with special needs can interact with healthy children. If inclusive education is organized appropriately, children with special needs will be protected from the social side, and healthy children will feel the greatness of recognition of social justice and equality to treat children with disabilities more kindly and attentively.

Secondly, disabled children have the right to study and be educated alongside their healthy peers.

The success of these cases should be reflected in the laws of each country. Because the laws guarantee the implementation of providing them with the necessary material and spiritual resources. It is required and mandatory for parents, neighborhoods, pedagogues, and specialists to work together in the education of children with disabilities. Children with special needs can work together with their healthy peers, learn, learn and develop at the level of their ability. If inclusive education is organized appropriately, children with special needs are protected from the social side, feel that they have equal rights in social life, and that they can learn together with their peers.

Inclusive education is a flexible and individualized support system for children who are disabled or have special needs due to other reasons, as a state policy, and is an inclusive, innovative type of education that provides equal treatment of all children.

Treat all children equally, regardless of their nationality, race, body color, social origin, family position in society, source, material and spiritual condition, lack of physical or mental development, and give them every opportunity. appreciation, development is considered education.

Goals and objectives of inclusive education:

- Creation of necessary psychological-pedagogical, correctional conditions for the education of children with disabilities;
- Implementation of general education programs and correctional work;
- Guaranteeing students' right to equality in education;
- Disabled and healthy with the active participation of society and family

meeting the needs of children;

- Early adaptation to social life;
- Realization of the right of children with disabilities to live without being separated from their families;
- Forming a friendly and loving attitude towards children with disabilities in the society.

Rules of inclusive education:

1. The worth of a person does not depend on his abilities and achievements.
2. Everyone has the ability to think and feel.
3. Everyone has the ability to hear and communicate.
4. Everyone needs each other.
5. Full and real education of a person is realized only in real cooperation.
6. All people need the support of their peers.
7. What makes all learners successful is not their inability to do something, but their ability to do something.
8. The number of integrated students in the classes of the general education school implementing inclusive education is not increased from 2-3, and the total number of students is determined up to 25.

Needs for inclusive education

Each person has needs for love, attention, protection, stimulation of personal activity and similar needs.

People with disabilities are no exception, but they also have special personal needs.

Based on aspects such as their behavior, interests, and abilities, even if their disabilities are similar, they differ from each other.

Every child is perfect as an individual and every child needs help to adapt and develop.

Children with disabilities can also interact with healthy children.

Children with disabilities also have the right to study and be educated alongside healthy peers.

As a result

- Inclusive education allows children with disabilities to always be in their family neighborhood and in the circle of relatives;
- Inclusive education can serve as a catalyst for improving the quality of education for all;
- They adapt to society early, have equal rights with their peers.
- It will ensure that all children realize that they are children like themselves and do not discriminate against disabled people.

Problems of inclusive education.

- Failure to provide educational and methodical literature;
- Having a negative attitude towards disabled children;
- Inability of children with disabilities to be seen among their healthy peers;
- Lack of adaptation of educational institutions;
- Large number of students in the class;
- Dependence of disabled children on others;
- Personnel problems.
- The fact that society and parents do not understand the essence of inclusive education.

Therefore, for the development of inclusive education, it is necessary to:

- o improvement of legal bases;
- o forming a friendly attitude towards disabled children;
- o starting corrective measures at an early age that allow to achieve positive results in the child's development;
- o organization of medical-psychological-pedagogical observation, i.e. constant support of specialists, for every child involved in general education;
- o providing the necessary forms of upbringing and education of every child with limited opportunities together with healthy children;

The formation of correct understandings of racism, disability and diversity of opportunities in children's minds is of great importance in increasing the effectiveness of inclusive education. Due to misconceptions, children with disabilities are subjected to insults and ridicule. Even more unfortunate is the fact that some teachers ignore such negative attitudes. In order to increase the effectiveness of education, it is necessary to create an environment in which all children have equal rights, are loved, and have a friendly and warm attitude.

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