

CURRENT SITUATION OF INCLUSIVE EDUCATION IN UZBEKISTAN**Kavilova Tamara***JDPU, Jizzakh, Uzbekistan*

Summary: *Here is a detailed analysis of the inclusive education system and the extent of scientific and theoretical approaches adapted to this format of education. It is generally accepted throughout the world that inclusive education is one of the most important foundations for the integration of students with disabilities into society. This approach has a significant connection with the fact that inclusive education is based on the interaction of able-bodied students with people with disabilities. Moreover, we conducted a small comparison of the use of inclusive education models in schools in Uzbekistan.*

Keywords: *children with disabilities, inclusive education, factors of inclusive society, modern system of education*

According to the law of the Republic of Uzbekistan, education is a single purposeful process of upbringing and training, which is a socially significant benefit and carried out in the interests of the individual, family, society and the state, as well as the totality of acquired knowledge, skills, values, operational experience and competence of a certain volume and difficulties for the purposes of intellectual, spiritual, moral, creative, physical and (or) professional development of a person, satisfying his educational needs and interests. This law defines the concept of “inclusive education” as ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual capabilities.

Inclusion in education is closely related to the processes of inclusion in society. As E.V. Ivanov [1] notes: “An inclusive approach currently represents nothing more than a social order that has reached a certain level of economic, cultural, legal development of society and the state, where, based on the principles of humanism and tolerance, there is a rethinking of the attitude towards heterogeneous groups of the population, with recognition not only of the equality of their rights, but also awareness of the obligation to provide them with equal opportunities with all other people, including in obtaining education.” Therefore, all children have equal rights to education, and this cannot depend on their problems or personal qualities. Inclusive or included education (French *inclusif* - including, Latin *include* - I conclude, include) is a term that allows us to describe the process of teaching children with disabilities (HH) in general education organizations. Inclusive education is based on an ideology that excludes any discrimination against children, ensures equal treatment of all people, and creates special conditions for children with special educational needs.

We are talking about children with developmental disabilities, limited health, and disabilities. Inclusive learning and education implies support not only for boarding schools and correctional schools, but also for all other educational organizations.

After studying in special institutions, particularly high-performing children can begin studying in general education schools [2], this will make it possible to provide a place for those children who were previously considered difficult and unteachable. The modern education system is focused, first of all, on students who meet certain requirements and who are able to study according to a program common to all. As a result, children with disabilities do not have the opportunity and conditions to participate in the general educational process. The modern education system fully accepts only those who meet its certain requirements, children with standard capabilities, who are able to study according to a program common to all and show academic results that are normal for everyone. As a result, it often turns out that children with special educational needs drop out of the general educational process, since the teaching staff of general education institutions does not have the necessary knowledge in the field of correctional and special pedagogy to work with them. Inclusive education is designed to solve this and many other problems in modern schools.

So what is inclusive education? Inclusive education (French version “inclusif” - including; from the Latin word “include” - I conclude, include) is the process of development of general education, which implies the availability of education for everyone, including for children with special needs. The basis of inclusive education is an ideology that excludes any discrimination against children and ensures that all people are treated as equals, but at the same time creates the necessary conditions for children who have special educational needs. This is precisely what the national educational initiative “Our New School”, put forward by President Shavkat Mirziyoyev, is aimed at: “The new school is a school for everyone [3].

Nowadays, inclusive education, becoming a reality, is steadily “involving” and “pulling in” all countries of the world. But, at the same time, being intensively put into practice, inclusive education poses a large number of complex questions and new challenges to the educational system.

Unlike the foreign education system, in which inclusion has a wealth of experience and legislative support, our domestic inclusion is just beginning to take shape and develop. Currently, 4.5% of children living in Uzbekistan are classified as persons with disabilities and need special (correctional) education that meets their special educational needs.

But, unfortunately, at present in our country the market for educational services for children with disabilities is extremely narrow; in small towns and villages, children with disabilities most often remain outside the education system for purely economic reasons. Special (correctional) educational institutions remain the traditional form of education for children with disabilities. A significant part of the difficulties in teaching and raising children with disabilities is associated with an acute shortage of qualified personnel: special education teachers, psychologists, educators and social workers, and their insufficient level of training. After all, inclusion covers deep social aspects of school life: a moral, material, pedagogical environment is created, adapted to the

educational needs of any child, which can only be ensured through close cooperation with parents, in close-knit team interaction of all participants in the educational process.

There should be people working here who are ready to change with the child and for the sake of the child, not only the “special” one, but also the most ordinary one. For children with disabilities, the principle of inclusive education means that the diversity of needs of students with disabilities should be met in an educational environment that is the least restrictive and most inclusive for them. The implementation of this principle means that: All children should be included in the educational and social life of the school in their place of residence; The goal of an inclusive school is to build a system that meets the needs of everyone; In inclusive schools, all children, not just those with disabilities, should be provided with supports that enable them to be successful, feel safe and belong. Inclusive education by itself is impossible to organize; it is associated with changes at the value and moral level.

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