

## PROSPECTS OF INCLUSIVE EDUCATION

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**Abstract.** *This article discusses one of the most pressing issues today - inclusive education. It describes the essence of inclusive education, its legal basis, prospects for the development of inclusive education in the future.*

**Keywords:** *education, special education, inclusive education, legal basis of inclusive education, perspectives of inclusive education, innovations.*

In recent years, the concept of inclusive education has been mentioned a lot in our daily life. Many people understand inclusive education as the fact that children with disabilities study in the same school, in the same class as healthy children. What about actually? What is inclusive education?

In accordance with the Regulation "On the procedure for organizing inclusive education in general secondary education institutions", inclusive education is education provided with equal opportunities to receive education in educational institutions for all learners, taking into account the diversity of individual educational needs and individual capabilities. Inclusive education means that all children receive education in the same school and in the same classroom, under the same conditions, that is, children with disabilities should be able to study with the same attention as healthy children.

In Uzbekistan, regardless of family circumstances, all children have the right to education in state comprehensive schools. This is guaranteed by our state in accordance with our General Decree. Only those who wish can study in private schools by paying money from their own accounts. However, there is little work to be done to ensure that children with disabilities receive education on an equal footing with other healthy children.

Presidential Decree No. PQ-4860 "On measures to further improve the system of education for children with special educational needs" adopted on October 13, 2020 lists the main problems in this regard:

- in some educational institutions where children with special educational needs are educated, barrier-free environment and opportunities are not created for them;
- educational institutions where children with special educational needs are taught are not fully provided with the necessary literature, methodical manuals, equipment and supplies for training in various professions;
- parents do not have enough information about the possibility of educating their children with special educational needs in general education institutions as a result of the lack of public awareness about the right to education of children with special educational needs, the essence of the inclusive education system;

- insufficient attention is paid by local executive authorities to solving problems related to involving children with special educational needs in inclusive education;
- subjects related to the methodology of inclusive education are not included in the educational programs of higher education institutions in the field of pedagogy;
- the fact that inclusive education programs are not included in textbooks on pedagogy and methodology, as well as the fact that future pedagogues do not practice in educational institutions where children with special educational needs are involved, has a negative impact on the quality of their professional training.

Currently, in Uzbekistan, more than 21,200 students are studying in specialized schools, more than 6,100 students are studying in sanatorium-type boarding schools, and 13,300 students are studying at home. About 13,000 students are covered by inclusive education in general secondary schools. In the current academic year, 24% of children with special educational needs are enrolled in inclusive education, and by 2025, 40% of such children are expected to be enrolled in regular schools.

On the basis of the above decision of the President, the issue of developing inclusive education in the public education system in 2020-2025 has been set. In this, a number of tasks have been set, such as creating an environment without obstacles for children with disabilities to come to schools, building new schools with similar conditions, training pedagogues, and improving the educational base.

In conclusion, children with disabilities should be educated in the same conditions as others, they should not be deprived of textbooks and study guides. Children with disabilities should be able to go to school without difficulty and find their way in the future, just like healthy children. For this, it is necessary to strictly control the full implementation of the assigned tasks, nothing remains on paper. It is appropriate for the Ministry of Public Education to study the opinions of teachers and the general public.

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