



INCLUSIVE EDUCATION IN INDIVIDUALIZED INSTRUCTION

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Abstract: *This article discusses the essence content, structural components, and statistics methods, stage of individualized instruction in inclusive education. The norms of individualized education in Uzbekistan and the opportunity for inclusive students in public schools*

Key words: *individual, inclusive, Uzbekistan, statistics, low, stage, disability, education*

Introduction

There are an estimated 240 million disabled children globally. Children with impairments, like other children, have hopes and plans for their future. They, like all children, require a high-quality education in order to develop their skills and reach their full potential.

Nonetheless, children with disabilities are frequently disregarded in legislation, limiting their access to education and participation in social, economic, and political life. These children are among the most likely to be absent from school around the world. They confront chronic educational challenges as a result of discrimination, stigma, and decision-makers' reluctance to include disability in school services.

Inclusive education is the most effective strategy to ensure that all children have an equal opportunity to attend school, learn, and develop the skills they require to flourish.

Inclusive education entails placing all pupils in the same classrooms and schools. It means meaningful learning chances for traditionally excluded populations, such as children with disabilities and speakers of minority languages.

Inclusive systems recognize the unique contributions that students from various backgrounds make to the classroom and allow varied groups to thrive alongside one another, to the benefit of all.

Teachers aspire to create situations in which all students can learn to their full potential. This is especially difficult when the goal is to create a truly inclusive classroom. Students frequently have a wide range of skills, learning styles, modes of expression, and methods of interacting with their physical and social contexts. Their skills to focus and pay attention, stay still, understand and respond to social cues, and regulate themselves in response to stimulation might vary greatly. A student's limitations and needs may only become apparent in the context of specific classroom activities and interactions.

Three sorts of difficulties or situations linked with inclusive education are particularly appropriate to classroom management. The first problem is establishing and maintaining the order, structure, and safety required for an effective learning environment. Classrooms, like all other social environments, have routine tasks and interaction patterns. Teachers aim to incorporate all of their students in the social rituals that facilitate learning and



community development, as well as to discover creative, positive methods to deal with any disruptions. Thus, effective management entails not just meeting students' learning demands, but also assisting them in self-regulation.

Second, there is the problem of meeting the learning, social, and developmental requirements of all students, including those with special needs and impairments. The goal here is to create and implement academic and social curriculum that reach every child while also maximizing each individual's potential. Third, there is the issue of how to deal with the ever-present possibility of stigmatizing persons thought to be "different." In other words, even in an environment designed to minimize these issues, there is a need to acknowledge and try to mitigate the various types of literal and symbolic exclusion that may occur.⁶

The role of individualized learning in Uzbekistan

Nowadays in Uzbekistan, teachers have to use individual instruction at standard schools more.

1. According to, Decree of the President of the Republic of Uzbekistan, dated 13.10.2020 No. PQ-4860, in Chapter 2. "Current situation and existing problems of inclusive education in Uzbekistan" motioned that, in order to develop the practice of teaching children with special educational needs along with healthy children in general education schools, the integration of students studying in specialized educational institutions into general education schools (adaptive learning - as a result of the application of upbringing experience, about 500 students with special educational needs were returned to public schools in recent years).⁷

Currently, more than 3,200 general education schools provide about 13,000 students with inclusive education.

2. Ministry of Public Education and Ministry of Health "Physical or mental children with developmental disabilities and needing long-term treatment the regulation on the procedure for organizing individual education at home on approval" registered with the Ministry of Justice on June 30, 2015 with No. 2691 based on the decision made, he had a disability in physical or mental development and individual home education of children who need long-term treatment organized throughout our country.⁸

Most commonly, the term "inclusive education" refers to the inclusion of people with physical and mental disabilities, such as sensory or mobility restrictions, intellectual disabilities, learning difficulties, language problems, behavior disorders, and autism spectrum disorders. Some educators and thinkers use the term "inclusion" in a broader meaning to refer to an educational system aimed to enable access for all marginalized groups in society and in schools. Thus, inclusion is sometimes envisioned as the deliberate and self-conscious structuring of whole-school and classroom environments to be accessible and welcoming not only to students with disabilities, but also to those who may face exclusion or disempowerment because of their ethnicity, social class, gender, culture,

⁶ Inclusive Education January 2015 In book: Sage Encyclopedia of Classroom Management Edition: 1st Publisher: Sage Editors: W. George Scarlett Authors: Suzanne R Kirschner College of the Holy Cross

⁷ Lex.uz Decree of the President of the Republic of Uzbekistan, dated 13.10.2020 No. PQ-4860, in Chapter 2.

⁸ <https://lex.uz/docs/2690524>



religion, immigration history, or other characteristics. Because inclusion has a larger meaning, it is frequently advocated as a means of achieving a greater form of social justice.

5 stages to individualize learning:

1. Develop clear and specific goals:

A clear learning objective states what the learner will be able to do in terms of behavioral change after completing an exercise. A clear objective defines the educational offering's terminal behavior or desired result.

2. Set objectives that are both challenging and realistic:

A realistic goal is one that you can accomplish given your abilities, time constraints, and level of motivation. However, only by identifying these objectives will you be able to move closer to accomplishing them. What is realistic for one individual may not be realistic for another, but realistic goals should still be regarded as attainable.

3. Make goals dynamic and evaluate them on a regular basis.

Evaluate students regularly will help them work on their issues, and seemingly reach their goals. Teacher will help them develop 1% in a day for a long time and the seemingly result after a while, yes for the few month they cannot feel any changing but after some time they can see notable development in students education.

Imagine that you have an ice cube sitting on the table in front of you. The room is cold and you can see your breath. It is currently twenty- five degrees. Ever so slowly, the room begins to heat up.

- Twenty-six degrees.
- Twenty-seven.
- Twenty-eight.
- The ice cube is still sitting on the table in front of you. Twenty-nine degrees.
- Thirty.
- Thirty-one.
- Still, nothing has happened.
- Then, thirty-two degrees. The ice begins to melt.

A one-degree shift, seemingly no different from the temperature increases before it, has unlocked a huge change.

Breakthrough moments are often the result of many previous actions, which build up the potential required to unleash a major change. This pattern shows up everywhere. Cancer spends 80 percent of its life undetectable, then takes over the body in months. Bamboo can barely be seen for the first five years as it builds extensive root systems underground before exploding ninety feet into the air within six weeks.⁹

4. Allow students to own their issue.

5. Involve parents: Parents can show their participation at home by reading with their children, assisting with homework, and talking about school events, or at school by attending functions or volunteering in classrooms.

⁹ Clear, James. *Atomic habits: An easy & proven way to build good habits & break bad ones*. Penguin, 2018.



Conclusion, according to the norms of inclusive education, students can study in mixed class and their inclusiveness cannot distract their education. Profession approaches their teachers and parents will be the main point in their study.

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