

ORGANIZING INCLUSIVE EDUCATION IN THE EDUCATIONAL SYSTEM

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Abstract: *This article provides information on the content of inclusive education, the need for its organization, and the systematic work being carried out on the organization of this form of education in the relevant legal documents.*

Key words: *inclusive education, disability, hearing ability, problem, need*

Inclusive education is a state policy, an educational system that represents the elimination of barriers between disabled and able-bodied children, inclusion of children in need of special education, adolescents (disabled for some reasons) into the general education process, regardless of developmental defects or economic difficulties.

The term "inclusive education" is derived from the French word "inclusif", which translates as "includes" and refers to the joint education of people with special needs and conditionally healthy, that is, people who are not limited by their health. Knowledge and information about the content of inclusive education is not enough in the society.

The terms "inclusive" and "integrated" are often used interchangeably. Nevertheless, there is a difference between these concepts in philosophy[1].

- Placing a disabled child in a normal environment is the first step towards integration.
- The focus of integrated education is on the problem of the child coming to school, the school of a child with special needs is a participation process.
- In integrated education, the child is seen as a problem.

Inclusive education ensures that children with special needs receive education on the basis of equal rights with children of normal development. That is why it is important. The process of inclusive education is organized in such a way that people with different intellectual, physical and mental characteristics get the necessary knowledge and skills together with their peers who do not need special knowledge [2]. Inclusive education creates equal opportunities for children with special needs and healthy children. UNICEF deals with the issues of inclusion of inclusive education in the education system of Uzbekistan. The mission of inclusive education is to provide quality education to all children, regardless of their abilities and circumstances. At the same time, the principle of inclusion implies that children with limited opportunities should live in a family and study together with their peers in a regular school in order to have a positive mental and social development. An inclusive education system ensures that a child in a wheelchair attends a nearby school, receives special support for learning to read and write if he/she is struggling, and provides appropriate support for returning to school for a child who does not attend classes.

On May 19, the Oliy Majlis adopted the new version of the Law "On Education", which included the concept of inclusive (harmonized) education for the first time. The Association of

People with Disabilities of Uzbekistan, together with experts, conducted an analysis of the compliance of the draft law with the principles of inclusive education. Article 20 of the law creates the possibility of obtaining,

Article 20 of the law provides for inclusive education in educational institutions for children with physical, mental, sensory and mental disabilities. Organization of inclusive education is determined by the Cabinet of Ministers of the Republic of Uzbekistan.

"Inclusive education" does not include this definition. It only mentions that "inclusive education is equal treatment of all children, including children with physical or mental disabilities, excluding any form of discrimination during education." Galina Nam, a researcher of inclusive education in Uzbekistan and a doctoral student at the University of Waikato in New Zealand, said that it should be a priority for children with disabilities to be educated in general educational institutions, not in special boarding schools or at home. It is necessary to give consent to studying in places and at home only in special cases. The right to choose an educational institution should remain with the children themselves and their parents and their legal representatives," says Galina Nam.

"Experts" influence the decision of children with disabilities to study some form of education with their recommendations. The social and cultural experience of Uzbekistan shows that the recommendations of psychological-medical-pedagogical commissions with institutional authority have institutional force and are not advisory, but imperative. The recommendations of psychological-medical-pedagogical commissions about where this disabled child should study leave no doubt in parents' minds. Also, the law and its articles should be read based on the social and cultural situation of disability discourse in Uzbekistan," said Dr. Mirjahon Turdiyev of Syracuse University, USA.

Inclusive education is an opportunity for educational institutions to educate all children. This education is based on understanding it as a basic human right. Inclusion is used both broadly and narrowly. In a broad sense, it means children with special needs who are victims of war, children who are refugees, children from low-income families, children from socially vulnerable families, gifted children, children with health problems and those with disabilities.

Ideas of inclusive education are based on socio-cultural theories. Psychologist L. Vygotsky (1866-1934) is the founder of the idea of inclusive education, and through his theory of social constructivism, children learn most effectively in a social environment. L. Vygotsky said that the development of higher mental functions begins with social cooperation and then becomes personal.

Thus, this social interaction is always the main method of development and learning. He also believed that education precedes development. Adults can encourage learning by paying attention to the skills or knowledge of the child in the "zone of immediate development". L. Vygotsky defines the "zone of such development" as what the child knows or can do and does or understands with the help of a competent person. defined as a possible field or space.

L. Vygotsky's theory of social and cultural development clearly defines the role of the pedagogue. We need to know our children well and actively communicate with them to determine their educational activities within the framework of the "immediate development center". If children learn primarily through social interaction, we educators must maximize the

time a child interacts with other children and adults. My preschooler's noisy (but not loud), busy (but not chaotic) group is a normal learning environment.

The practice of inclusive education in many countries has shown the correctness of this theory. According to research, children with special needs study together with their peers. tend to show better results in learning and social communication.

All children benefit from inclusive education practices. Usually, a child with special needs, being in a group with developing peers, tries to imitate them, communicate with them, and develop social skills. Developing children understand the challenges faced by people with special needs. They are sensitive to the needs of others and better understand the differences. They learn that all people can overcome important problems and achieve success.

In the concept of development of inclusive education in the public education system in 2020-2025, the following tasks were defined to improve the quality of educational services provided to children with special educational needs:

- development and approval of requirements for the buildings of educational institutions where children with special educational needs receive education;
- implementation of measures aimed at providing educational institutions where children with special educational needs are educated with the necessary literature, methodical manuals, equipment and supplies for training in various professions;
- organization of an inclusive education system for teaching children with special educational needs, special equipment (elevating device, ramp, handrail, etc.), as well as relevant staff (special pedagogue, specialists in psycho-pedagogical monitoring of children) in general educational institutions provide with;
- gradual provision of boarding schools with special equipment for adaptation and integration of children with special educational needs, etc.

The decision on the procedure for organizing inclusive education for children with special educational needs in general secondary education organizations was approved. It stated the following:

- goals and tasks of inclusive education;
- the procedure for establishing the activities of inclusive education and primary correctional classes in schools for children with special educational needs, as well as organizing the educational process;
- the procedure for admitting students to inclusive education classes and primary correctional classes;
- measures to control and manage the quality of education in inclusive education classes and primary correctional classes.

Also confirmed are:

- Regulation on state specialized educational institutions for children with physical, mental, sensory or mental disabilities;
- Regulation on sanatorium-type specialized state educational institutions;
- Regulations on the procedure for individual education at home for children with physical, mental, sensory or mental disabilities, as well as those who need long-term treatment.



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