



INVOLVING CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE EDUCATION – A PROBLEM OF SPECIAL PEDAGOGICAL RESEARCH

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Abstract

This article examines the pedagogical, psychological, and social aspects of involving children with special needs in inclusive education. It analyzes the theoretical foundations of inclusive education, the problems encountered in practice, and the ways to overcome them. The paper also presents recommendations aimed at expanding the opportunities for children with special needs to study in general educational institutions.

Keywords: Inclusive education, children with special needs, special pedagogy, educational integration, correctional support, psychological and pedagogical assistance.

Introduction

In modern times, in many countries around the world, including Uzbekistan, the issues of integrating children with special needs into social life are of great relevance. Inclusive education is based on the principle that all children, including those with disabilities, should have equal opportunities to develop their abilities. However, involving children with special needs in inclusive education raises several problems that require pedagogical research.

Inclusive education is not only an indicator of the development of the education system but also of society as a whole. This form of education is based on the following principles:



- The dignity and rights of every child: All children, regardless of their abilities or limitations, have equal rights.
- Equality in education: Children with special needs must have the opportunity to fully realize their intellectual and social potential.
- Social integration: Inclusive education enables children with special needs to participate fully in the life of society.

The importance of inclusive education lies in the fact that it benefits not only children with special needs but also all social groups. Ordinary children develop such qualities as empathy, adaptability, and acceptance of diversity.

Main Problems in Involving Children with Special Needs in Inclusive Education Practice shows that there are several challenges in the process of involving children with special needs in inclusive education:

Pedagogical problems:

- Lack of teachers trained in special methods and technologies
- Insufficient development of individualized educational programs
- Shortage of appropriate didactic materials

Material and technical problems:

- Lack of special equipment and adapted learning environments
- Architectural barriers (difficulty in navigation)
- Insufficient development of information and communication technologies

Psychological problems:

- Negative attitudes of parents toward inclusive education
- Dissatisfaction of parents of typically developing children
- Children's feelings of discomfort or exclusion in inclusive environments

Organizational problems:

- Underdeveloped legal and regulatory framework
- Shortage of specialists (defectologists, speech therapists, psychologists)
- Limited financial resources

Effective Ways to Involve Children with Special Needs in Inclusive Education

To overcome the above-mentioned problems, the following measures are recommended:

Pedagogical solutions:

- Providing teachers with professional development in special pedagogy
- Developing and implementing individualized educational plans



- Creating special methodological guides and didactic materials
- Using differentiated teaching technologies

Organizational measures:

- Establishing resource centers
- Forming multidisciplinary specialist teams
- Maintaining continuous collaboration with parents
- Organizing systems of correctional support within and outside schools

Psychological support:

- Conducting regular psychological diagnostics
- Organizing correctional and psychological training sessions
- Providing psychological training for parents and teachers
- Fostering an inclusive culture among children

Prospects for the Development of Inclusive Education in Uzbekistan

In Uzbekistan, a number of reforms are being implemented to promote inclusive education. Among them:

- Adoption of the Law on Persons with Special Needs
- Increase in the number of inclusive educational institutions
- Inclusion of special pedagogy modules in teacher training programs

However, there is still much work to be done. The following directions should be further explored:

- Developing inclusive education models suitable for local conditions
- Applying modern information technologies in inclusive education
- Promoting an inclusive culture in society
- Adapting international experience to national conditions

Conclusion

Involving children with special needs in inclusive education is a complex, multifaceted pedagogical research problem that requires a systematic approach. It demands not only the efforts of educational institutions but also the joint cooperation of the entire society.

The successful implementation of inclusive education allows children with special needs to fully realize their personal potential and become active members of society. At the same time, inclusive education teaches all children to collaborate



with individuals of different abilities and needs, which contributes to the creation of a kinder and more tolerant society in the future.

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