



INCLUSIVE EDUCATION AS A SOCIAL PHENOMENON IN THE PROCESS OF EDUCATION AND EDUCATION

Abdubannobova Mahliyo Abdurashid kizi
Fergana State University
mahliyoadbubannobova2@gmail.com

Abstract

This article guarantees the rights, freedoms and legal interests of citizens in the field of education; equality in education, including the creation of conditions for persons with special psychophysical characteristics in their development, in accordance with their health and cognitive abilities, at all levels of basic education and additional education.

Keywords: Health, knowledge, ability, inclusive education, social phenomenon, education, additional education.

Introduction

The state policy of the Republic of Uzbekistan in the field of education is based on the principles of the priority of universal values, human rights, the humanistic nature of education, the guarantee of everyone's constitutional rights to education, equal access to education.

The priority directions of the state policy in the field of education are quality, convenience, individual orientation, content, diversity of educational programs and educational areas, etc. The priority policy of our state is to bring up the young generation as a mentally, physically healthy, intellectually mature, fully developed person. Analyzing the works of our great thinkers, we are witness to the fact that they have created rich methodological foundations of the content of education of disabled children with their works. All our great thinkers such as Abu Nasr Farabi, Ibn Sina, Alisher Nawai saw society as a whole and considered all people equal. Therefore, education of children with special needs as equal members of society was not left out of the focus of attention of the great thinkers of the East in those XI-XII centuries, like today.



In many countries, education in general schools has been included in the state policy plan in order to develop compensatory opportunities for raising children with special needs and to fully establish social adaptation. As a result, the World Conference was held in Thailand in 1990. The Universal Declaration "Education for All" was adopted at this conference.

A disabled child must adapt to the school or society on an individual or medical basis. For example, a child with a hearing impairment must learn to speak using a hearing aid in order to adapt to the general education environment. A healthy child is not required to learn sign language and other forms of communication. If there is a problem with reading, the child must meet the standard requirements. Otherwise, the teacher should undergo additional training. Inclusive education requires changing the system, not the child. During the analysis of the theoretical literature, it learned that there is a commonality between the concepts of integration and inclusiveness, which it based on the inclusion of children with special needs in the conditions of the general education system. When studying the introduction of inclusive education system in foreign countries, it found that it takes a long time to implement this education system and many financial resources are needed.

LITERATURE ANALYSIS AND METHODOLOGY.

Pedagogical, organizational and methodological work is necessary to introduce inclusive education into practice in a unique way. Education of children with special needs in general education is organized taking into account their characteristics, type and level of disability and the number of children in the class. First of all, it should be noted that although the students are of the same age, they are not alike. All children have different individual psychological, personality characteristics, level of perception, intelligence and perception. Therefore, the issue of organizing the educational process in inclusive classes where a child with special needs is educated requires solving more complex problems. In an inclusive classroom, a teacher can plan classes accordingly, taking into account the possibilities of children, using effective ways to influence children's disability learning and overcoming difficulties, fully establishing cooperation between school and family, and confidently looking at the future of a disabled child. Each child develops at the level of his potential. As the famous psychologist L.S. Vygotsky said: "Even with any mental or physical disability, progress continues." The



introduction of inclusive education requires national, organizational and methodological reforms. Barriers between "general education" and "special education" should be removed. Conducting scientific research in inclusive education and applying them to practice is complex, and according to most practicing scientists, this process includes several directions.

Firstly, the child's participation in the process of inclusive education should be fully legally ensured. The educational institution is responsible for this.

Secondly, it is necessary to consider the discussion of problems related to inclusive education in the literature and researches related to special pedagogy or in the planning and implementation of methodical work as a valuable phenomenon. Because the development of inclusive education should be developed based on the socio-cultural characteristics of society, based on the opinions of all participants in the educational process, taking into account constant changes.

Thirdly, when considering inclusive education, it is necessary to analyze the directions of creating an inclusive culture that improves the state of educational institutions, developing an inclusive policy, and introducing inclusive practice. Fourthly, the problem of inclusive education was reflected in the study of various forms of its organization and is manifested in various characteristics of the participants, such as social, economic, mental, and health.

RESULT

The attitude of the state and society towards disabled people was divided into five stages:

1. The period when disabled people acquired the right to live.
2. The period when disabled people received social protection.
3. The period of obtaining the right to receive special education by the disabled.
4. The period in which the right to education was guaranteed for children with disabilities in physical and mental development.
5. The era of equal rights and equal opportunities.

In this, the author emphasizes the following difference in the transition from one period to another: "pedagogical technologies appeared in response to the change in society's attitude to the rights of children with disabilities, and as a negation of previous education systems, it is aimed at the ultimate goal of society's attitude towards children with disabilities."



The struggle for civil rights, as well as social reforms, recognized that every child should be given the opportunity to develop, taking into account his individual capabilities and educational needs. Educational principles were created in this way, according to which: each child should be analyzed not from the point of view of his inability to do something, learn, or learn, but from the point of view of what he can do. This led to the development of the practice of co-education of children with and without disabilities in the educational spheres of different countries. The historical development of society, allowing new views on the capabilities of people, the development of inclusive education was strengthened in the legal documents defining the right of every member of the social community to receive education. Everyone's right to education is enshrined in the Law. According to the Universal Declaration of Human Rights (UN, 1948), "Education should be aimed at developing the human personality and increasing respect for basic freedoms. Education should promote tolerance and friendship among all nations and contribute to the peacekeeping activities of the United Nations.

Parents have a priority right to choose the type of education for their children" (Article 26);

Program of Action for the Disabled (UN, 1982);

Convention on the Rights of the Child (UN, 1989);

World Declaration on Education (Thailand, 1990);

UN Standard Rules for Persons with Disabilities (UN, 1993);

In the Salamanca Declaration for Persons with Disabilities (Salamanca, Spain, 1994).

The priority of inclusive education was defined: "Every child with interests, abilities and educational needs should have the opportunity to receive education at school, for which pedagogical conditions should be created at school."

DISCUSSION

L.R. Mominova, an accomplished scientist in the field of special pedagogy, developed the theoretical foundations of correctional-pedagogical work to eliminate speech defects of children with disabilities of preschool age, as well as created and implemented the methodology of logopedic examination and training of children.



In the framework of L.SH.Nurmuhammedova's scientific research "Pedagogical features of raising a disabled child in the family", the specific characteristics, difficulties and need for social-pedagogical and psychological instructions of parents with a disabled child in the family were analyzed and a number of scientific results were obtained. The complete or partial loss of the ability of a disabled person to serve himself, to move independently, to find a destination, to treat, to control his behavior, to learn labor activity or to be engaged, indicates the need to implement social protection measures. It depends on the realization that the person is responsible for himself, for the events that happen in his imagination, based on the personal characteristics formed when he became disabled. In Sh.M. Amirsaidova's researches, the scientific opinions of Eastern thinkers on special pedagogy were studied, the medical-scientific, pedagogical and psychological ideas of Abu Ali Ibn Sina, which served for the development of special pedagogy, were analyzed, and methods of application to the educational process were developed.

In the research work "Correctional-pedagogical basis of increasing the vocabulary of mentally retarded children of preschool age" carried out by M.P. Hamidova, the methods of examining the speech of mentally retarded children were created based on general and special pedagogical research. As a result of the examination of children, the criteria of speech underdevelopment of mentally retarded children were developed. The contents and methods of correctional-pedagogical work aimed at increasing the imagination of mentally retarded children of preschool age about subjects, engaging their emotional-volitional spheres and increasing their interest in learning and speech motivation have been developed. D.A.Nazarova, in her scientific work aimed at developing the speech of hearing-impaired children of preschool age, for the first time in preschool education, an adapted version of the methodology for researching the level of speech development of hearing-impaired children in the pupil, the content of speech development of preschool-age hearing-impaired children, new interactive methods and forms, a comprehensive development system of the speech of the studied children based on their specific development factor was developed and justified.

The following scientific results were obtained as part of M.F. Hakimova's research "Pedagogical foundations of vocational training of students with special needs" (in the case of students with mental retardation):



1. Vocational training of mentally retarded students in special schools, boarding schools and specialized industrial vocational colleges is scientifically and theoretically justified.
2. Factors affecting the emergence and development of the interest of mentally retarded students in need of special help in choosing a profession have been determined.
3. Taking into account the psychological and pedagogical features of preparing students for a profession, methodical support for vocational training has been created. Methodological recommendations, lesson plans and training manuals have been created for specialized vocational colleges.
4. Folk crafts were effectively used in preparing students with special needs for professions.
5. New specialties such as "Cook-confectioner", "Wide range of clothes tailor" are included in the curriculum.

CONCLUSION

As can be seen from this article, the decision of our president No. PQ4860 "On measures to further improve the system of education for children with special educational needs" was adopted. According to the decision, in the 2021-2022 academic year: an inclusive education system will be introduced as an experiment in one general education school located in cities and districts of Tashkent city; Elementary correctional classes for children with special educational needs will be opened in one general education school located in the Republic of Karakalpakstan, regions and Tashkent city; In one vocational school located in Kashkadarya, Fergana and Khorezm regions, specialized groups are organized for 9th grade graduates of specialized educational institutions and children with special educational needs. In addition, the Law "On Education" states that inclusive education is the creation of equal rights in educational institutions, taking into account the differences in special educational needs and individual capabilities of all students. The creation and development of examples of universal behavior in inclusive education was inextricably linked to the professional training of the pedagogue, and the main goal is to develop the inclusive training of social studies students in higher education institutions.



REFERENCES

1. Law of the Republic of Uzbekistan "On Guarantees of Children's Rights", January 7, 2008 ORQ-139 <https://www.lex.uz/acts/1297315>
2. Law of the Republic of Uzbekistan "On social services for the elderly, disabled and other needy categories of the population" dated December 26, 2016 PQ-415 <https://www.lex.uz/docs/3083192>
3. Resolution PQ-4860 of the President of the Republic of Uzbekistan dated October 13, 2020 "On measures to further improve the system of education for children with special educational needs". <https://lex.uz/docs/5044711>
4. D.S.Qaxarova —Inklyuziv ta'lim texnologiyasi|| Toshkent. 2014
5. Amirsaidova SH.M. "Maxsus pedagogika fani taraqqiyotida sharq mutafakkiri g'oyalarning o'rni va roli". Ped. fan. nom... diss. – T., 2006.
6. Pektra Spandagou, Cathy Little, David Evans, Michelle L. Inklusiv Education in Schools and Early Childhood Settings.springer Springer Singapore. 2020.
7. Инклюзивное образование в Испании. Пашкова.М, Скуднова. Т.Д.2018.
8. Наталья Микляева, Татьяна Чудесникова, Анна Виленская, Ольга Кудравец, Светлана Семенака. Инклюзивное образование детей с ограниченными возможностями здоровья. Москва Юрайт. 2021.
9. Nurmuhamedova L.SH. Legal foundations and scientific-theoretical issues of disabled children. Applying innovative educational technologies to the process of training defectologist personnel: problems and prospects.-T.,2014
- 10.Екатерина Михальч. Инклюзивное образование. 2021.