



THE IMPORTANCE OF INCLUSIVE EDUCATION IN SOLVING THE PROBLEM OF EQUALITY IN THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS

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Annotation:

This article reflects the inclusion of children with disabilities in the process of inclusive education, the obstacles and difficulties faced by the industry in the introduction of inclusive education, and the achievements of the introduction of inclusive education.

Keywords: inclusive education, integrated education, child with special extensibility, equality, save the Children Foundation, educator, defectologist, psychologist

The priority policy of our state is to bring up the younger generation as a mentally fit, physically healthy, spiritually mature, comprehensively developed perfect person. Analyzing the works of our great thinkers, they are witness to the creation of rich methodological foundations of the content of educational education of children with disabilities with their works. All of our great thinkers, such as Abu Nasr Farabi, Ibn Sina, Alisher Navoi, viewed society as a whole and considered all human beings equal. Therefore, the education of children with special needs as an equal member of society did not go out of the spotlight of Great Eastern thinkers as early as the 11th and 12th centuries, just like in modern times.

In many states, education in secondary schools has been included in the public policy plan in order to develop compensatory opportunities for the education of children in need of special assistance, as well as to ensure the fullness of social adaptation. This resulted in a universal conference in Thailand in 1990. At this conference, the Universal Declaration "education for all" was adopted.





"Inclusive education refers to the English language, inclusive, inclusion—to harmonize, to harmonize, to cover, to cover. P.f.n, Associate Professor R.Shomakhmudova described as "an educational system that represents the elimination of barriers between disabled and special-needs learners, the active participation of the family, in particular the satisfaction of the child's need and the adaptation to social life and the complete addition to the general education system, regardless of defects or economic difficulties in the development of children and adolescents with special education."

The UK teaching manual, published by Save the children (2002), uses the concepts of inclusive and integrative in the same sense. However, there will be a difference between these concepts, these differences can be expressed as follows:

- integrative education: participation of children with special needs in a comprehensive school;
- inclusive education: the quality education of children with special needs.

The discrepancy between these two concepts is more understandable, which is emphasized as follows:

In integrated education, the child is seen as a problem.

A disabled child must adapt to school or society in an individual or medical condition. For example, a child with hearing impairment must learn to speak using the hearing apparatus to adapt to general education conditions. A healthy child, on the other hand, is not required to learn sign language and other forms of communication. In case of learning problems, the child must fulfill the standard requirements. Otherwise, the teacher will have to pass additional celebrities. Inclusive education requires changing the system, not the child. In the process of analyzing the theoretical literature, it has become clear that there is also a commonality between the concepts of integrative and inclusivity, at the heart of this commonality lies in the inclusion of children with special needs in the conditions of the general education system. Studying the introduction of an inclusive education system in foreign countries, it was found that it takes a long time to introduce an educational system, and a huge amount of material funds is needed. That is why in the face of the inclusive education system in the world community there are so many problems and obstacles as follows:

- lack of tutorials for parents;
- not recorded in state regulatory documents on the introduction of inclusive education in many states;
- negative attitude towards children with disabilities;
- the problem of non-visibility in the community of children with special needs;
- the problem of invisibility in school of children with special needs;





- material finance problems;
- physical adaptation of educational institutions;
- high number of students in the classroom;
- poverty;
- discrimination based on sexual differences;
- dependence of children with special needs on others;
- emergency conflict refugees;
- problems in personnel issues.

The right question arises, Why should children with special needs be involved in an inclusive education system? What is the need to solve the above problems and switch to an inclusive education system? Indeed, solving the problems before this educational system is not easy. But there is a lot of nafli aspect of this educational system, among which are the following:

- inclusive education allows you to get rid of the stigma of poverty and separation;
- inclusive education allows a child with special needs to be in the company of his family and society;
- inclusive education improves the quality of education for all;
- prevents discrimination;

Education education for children with special needs in the conditions of general educational institutions does not bring only effective results. To do this, it is necessary to create an autonomy of friendly relations at the school by educators, defectologists, psychologists. The formation of an atmosphere of friendliness in the classroom sets the stage for healthy and special-needs children to be affectionate towards each other, constantly helping each other. Increases the self-confidence of children with disabilities. This ensures that corrective-pedagogical work is carried out efficiently and more easily.

Inclusive education requires the creation of additional facilities for children with limited access to education in general educational institutions and, in this way, favorable conditions for children with disabilities. To effectively carry out work aimed at the implementation of inclusive education of children with disabilities, their adaptation to social life, employees of a special field and parents of children with disabilities are also included in the sentence of responsible work to explain the essence, importance, social necessity of inclusive education. Zero the main problems of children who need special assistance cannot be solved by providing education away from the environment in which they live, away from the family. Achieving social integration is a difficult task as long as members of a society with limited



opportunities do not have equal rights and opportunities with members of a healthy society.

Solving the problem of equality in the education of children with special needs is one of the pressing problems of today. But even today, a huge number of children are left out of education for various reasons. It is necessary to consider organizational, scientific and methodological issues of involvement in inclusive education, develop measures for training and professional development of specialists. There are two main factors in attracting children who need special assistance to general educational institutions.

First, children with disabilities can also interact together with healthy children. When Inclusive Education is organized in a purposeful way, children with special needs are protected from the social side, while healthy children are raised on the principles of social justice and equality, are more affectionate and attentive to children with disabilities, are relatively more sensitive, they consider it natural to take care of them. Secondly, children with disabilities also feel that they have the right to study, educate side by side with healthy peers, and begin to adapt to social life more easily and earlier. Inclusive education requires parents, educators, specialists, work in the cooperation of the neighborhood in the education of children with disabilities.

To introduce inclusive education into practice in a specific way, pedagogical, organizational and methodological work is necessary. The education of children with special needs in general education is organized taking into account their specific characteristics, type of defect, level and number of children in the class. First of all, it is worth noting that although the young people of the students are the same, but they are not like each other. The individual psychological, personality traits, level of perception, mind and perception of all children are Turlich. Therefore, the issue of organizing the educational process in inclusive classes, in which a child with special needs is educated, requires solving more complex problems. In an inclusive class, it is possible to achieve a successful course of the lesson process if the teacher, taking into account the possibility of children, can plan classes accordingly, use effective ways to influence the learning of children's disabilities and overcome difficulties, can fully establish school and family cooperation, and confidently look at the future of the disabled child. Each child develops at its own level of opportunity. Talented psychologist scientist L.S. Vigotsky said: "progress will continue even in any mental or physical defect."

The introduction of inclusive education requires national, organizational and methodological reforms. The barriers between " general education "and" special education " must be removed.





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