

THE ESSENCE OF THE CONTENT OF “INCLUSIVE” AND “INTEGRATED” EDUCATION

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ANNOTATION

This article provides information on Inclusive Education and integration. The article also covers the problems in the involvement of a defective child in inclusive education and their solutions.

Keywords: inclusive, integration, mentally retarded, mentally impaired, children with speech, vision and hearing impairments, children with visual impairment, defects in the musculoskeletal system, children with autism

Currently, in our Republic, correctional education is organized on the 8 directions of special education (mentally retarded, mentally impaired, children with speech, vision and hearing impairments, children with visual impairment, defects in the musculoskeletal system, children with autism), taking into account the types of defects and its levels. Comprehensive work is carried out on improving the system and content of special education, development of material and technical base, application of new pedagogical technology, media in the process of special education, creation of educational and methodological foundations, provision of programs and textbooks. The legislation establishes benefits for certain categories of children when entering secondary special, vocational and higher educational institutions. Also, as a result of democratization of educational reform at the international level and the fight against discrimination, the worldview of society has changed, a new approach, mutual respect, positive attitude has been formed among different categories of people. A policy of revising the development of the field of special education began to be implemented.

Many countries have decided to abandon "segregation" education and introduce integrative education to children with disabilities. In our country, the main focus is on educating children with disabilities in differentiated special educational institutions, and this educational system has developed. For the next 10-15 years, the issue of education and upbringing of children with disabilities in Uzbekistan in the general education system in an inclusive way of integration is also being implemented.

The strategy of integration and inclusive education consists in integrating children who are not involved in science into a full-fledged special or inclusive education system in general educational institutions, introducing the correctional educational institution into educational institutions in the regions where it lives due to its distance from the residential area of children. In the context of inclusive education, the child will be among healthy peers and will be able to receive education without being separated from his family. Currently, the issue of Inclusive Education Strategy, which is widely promoted on a global scale, that is, the education and

upbringing of children with developmental problems, is also among the pressing problems in Uzbekistan.

Education and upbringing of children with disabilities in physical and mental development in a correctional style is the main task of special education. Large funds are allocated by our state to the strengthening of the material and technical base of special preschool educational institutions, schools, boarding schools and work to correct existing shortcomings in students with limited access, their education, treatment and vocational guidance. Improving the education of children and adolescents of this category, introducing new innovative pedagogical and information technologies in the process of special education, correctly organizing the education of children in need of social protection, identifying and correcting defects in them from an early age (elimination), full-fledged adaptation to social society is an important and integral part of the educational system.

In the Republic, there is a need to carry out scientific and methodological research on the issues of corrective assistance to children with disabilities in the conditions of secondary schools and inclusive education, the development of their special needs, incentives and compensatory opportunities, as well as adaptation to social life. Knowledge and information about the essence of the content of inclusive education is not yet sufficient in society. The terms "inclusive" and "integrated" are often used in the same sense. Placing a disabled child in normal conditions is the first step towards integration.

Integrated education is the process of attending school for a child with special needs, the focus of which is precisely the problem of the child coming to school. In integrated education, the child is seen as a problem. These are the following forms of the educational system:

- A) physical integration. This form of integration aims to reduce the physical difference between disabled and non-disabled children. In a place adjacent to a regular school, it is possible to organize a special department or class for disabled children.
- B) functional integration. This form aims to reduce functional problems between disabled and non-disabled children.
- C) social integration. This form of integration aims to reduce social problems and supports interaction between disabled and non – disabled children.
- G) integration into society etc.

Inclusive education is a public policy, an educational system that represents the elimination of barriers between non-disabled and healthy children, the inclusion in the directed general education process that children who are addicted to special education, (disabled for some reason) adolescents adapt to social life regardless of developmental disabilities or economic difficulties. Inclusive education provides for special assistance to educate children on an equal footing with children of normal development. Therefore, it is also significant. The course "features of education for children with developmental disabilities in the system of Inclusive Education", which is included in the system of Higher Education, reveals the significance, content, purpose and features of inclusive education, and arm students with theoretical information about it.

The subject of the course "features of teaching children with developmental disabilities in the system of inclusive education" consists of the system of inclusive education and its content. Inclusive education, in addition to revealing the essence of content, also develops the necessary recommendations. The recommendations study the educational environment of all children and

give an overall assessment of the educational needs of children with special needs. The main meaning is that children who have a special need due to poor health or lagging development can also be included in the educational process. Inclusive education-the focus of education approaches this process as the child stands (not the curriculum). These approaches are based on the recognition that children read, develop, receive information at different speeds, in different conditions. They are aimed at creating an educational challenge that meets the needs of every child, including children with special needs.

The purpose of these recommendations is to support a process that adapts schools to meet the needs of children with special needs. "Adaptation" means not only that children with special needs can easily go to school, but also that they belong to this environment. A school must be flexible and must meet the needs of an individual child without assuming that the child must adapt to the order in education.

In conclusion, inclusive education is the involvement of children with disabilities in educational activities, which are carried out for most children with all the necessary means. Only then can all children with limited opportunities achieve active participation in the life of society. Inclusive education is effective not only in terms of education, but also in terms of spiritual and physical growth of children, as well as the economy of means. The Ministry of public education's implementation of special education training on the basis of inclusive and integrated education is considered as one of the main directions in education policy. An inclusive approach in education is not only pedagogical, emotionally, psychologically favorable, it is also considered much cheaper and more effective for the state.

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