

METHODOLOGICAL AND THEORETICAL ASPECTS, CONCEPT AND ESSENCE OF INCLUSIVE EDUCATION

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ABSTRACT

Etymology of the concepts of integration, inclusion, definition of their content area. Category of inclusion in philosophical, legal, sociological, psychological and pedagogical sciences.

Keywords: scientific literature: variability of approaches and terms. Inclusive education as a subject of psychological and pedagogical research. The relevance of developing inclusive practice.

INTRODUCTION

Terms such as mainstreaming and inclusion are used to define and describe the pedagogical process in which healthy children and children with disabilities are taught and educated together.

The term "integration" comes from the Latin word *integrare* - to fill, to fill. In pedagogy, the term "social integration" appeared in the 20th century. and was originally applied to racial and ethnic minority issues in the United States from the 1960s. This term entered the European discourse and began to be used in the context of the problems of disabled people.

By the beginning of the 21st century, abroad in a broad socio-philosophical sense, integration is understood as a form of existence, the joint life of ordinary people and disabled people, which ensures the unlimited participation of a person with disabilities in all spheres. social processes, at all levels of education, during recreation, at work, in the implementation of various social roles and functions, and this right is legally established in most developed countries of the world.

Foreign pedagogy integrates normal children and disabled children living and studying together, this process is economic, considers it an opportunity to support and accompany with organizational, didactic and methodical measures [2].

Mainstreaming is a concept used in foreign literature and refers to the strategy of students with disabilities to communicate with their peers within various recreation programs, which allows them to expand their social contacts. will give. As a rule, educational goals are not set here.

The main disadvantage of these forms of association (integration, mainstreaming), according to researchers, is the inability of the educational environment to meet the needs of people with disabilities. A disabled child is forced to adapt to existing educational conditions, which do not change at all. That is, a disabled child should be sufficiently prepared in terms of cognitive and personal development to study in a public educational institution. It is planned to

introduce a defectological, psychological and pedagogical support system for the child to facilitate the educational process.

Inclusive education - (French *inclusif* - including), a term used to describe the process of teaching children with special needs in general education (basic) schools. Inclusive education is education that gives every child the opportunity to join the general (unified, integrated) process of education and upbringing (development and socialization), despite the existing physical, intellectual, social, emotional, linguistic and other characteristics. later allows adults to become equal members of society, reducing the risk of segregation and isolation.

In general, inclusive education is a process of development of general education that ensures the availability of education for all children with special disabilities.

The term "inclusive education" is more modern and reflects a new view not only of the education system, but also of a person's place in society. Inclusion involves solving the problem of education by adapting for disabled children educational space, school environment taking into account the needs of each child, including reforming the educational process (educational buildings without exception to the needs of all children and re-designing to meet the requirements, necessary educational manuals depending on the type of child's developmental disabilities, psychological and methodological preparation of teachers, etc.). Thus, inclusion includes the inclusion of children with special educational needs in public institutions, where it is considered important to remove all barriers to the full participation of each child in the educational process.

American pedagogy considers inclusion as a fundamental change of the public school to meet the joint educational tasks and needs of normal children and children with developmental problems. In German-speaking countries, the term "inclusion" is relatively rare. Here they continue to use the terms "integration", "joint learning", "inclusion". In countries that pay attention to the American model of education, including Russia, the term "inclusion" is used more and more[2].

The introduction of inclusive education is the highest form of development of the educational system aimed at realizing the right to receive quality education in the place of residence of a person in accordance with the environment suitable for his cognitive capabilities and health. Inclusive education and upbringing is a long-term strategy and is not considered as a local area of work, but as a systematic approach to organizing the activities of the general education system in all areas. The form of inclusive education applies to all subjects of the educational process: disabled children and their parents, normally developing students and their family members, teachers and other specialists in the field of education, administration and additional educational structures. Therefore, the activity of a general educational institution is aimed not only at creating special conditions for teaching and educating a child with disabilities, but also at ensuring mutual understanding between teachers (specialists in the field of correctional and general pedagogy). should be.

Between disabled students and their healthy peers[1].

It should be emphasized that the introduction of inclusion in the education system does not lead to a decrease in the importance of special education. Inclusive education is one of the areas of education and is an option for providing educational services to a disabled child. All special children should have enriching experiences of social and educational interactions with

their normally developing peers, but each child should choose an educational model that is convenient and beneficial for his development. Educational inclusion probably has its limits when it is impractical for the child to study together, providing the opportunity to study in a specialized institution, taking care of the formation of social skills, including spending free time together; programs.

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