

THE NATURE AND SOCIAL SIGNIFICANCE OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

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ABSTRACT

This article describes the essence of inclusive education and its social importance for children with disabilities, as the principles, goals, and tasks of inclusive education. The initial development prospects of inclusive education and attention to integrated education in our country are described.

Keywords: Social, efficiency, continuous education, inclusive education, integration, social adaptation, social rehabilitation, integrity

INTRODUCTION

At the heart of all the reforms in our country, first of all, there is the solution to urgent issues such as the future generation growing up well, becoming children capable of conquering the world's arenas no less than anyone else. Especially, social protection of orphans, orphans, children with disabilities, and developmental disabilities has always been considered a priority task of the state and society. To fulfill this task, it is necessary to ensure the rights and freedoms and equal opportunities of people with developmental disabilities in the Republic of Uzbekistan, to eliminate restrictions and limitations in life activities, a modern approach to the organization and management of education, to increase its quality and efficiency, for different layers of the population in society. A lot of work is being done to ensure the integrity and continuity of education.

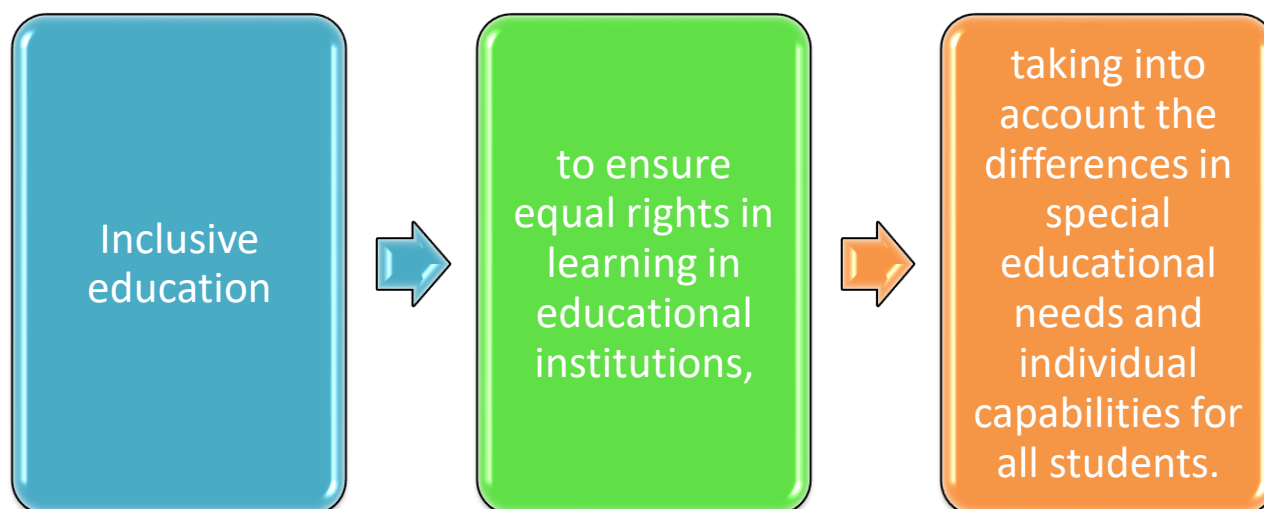
In childhood, a person is strongly influenced psychologically and pedagogically. Corrective-pedagogical, psychological, and medical work, organized taking into account the boundless internal capabilities of the growing child's body and brain structure, helps to reduce the child's primary defect and prevent secondary defects. All these are factors for preparing a child with developmental disabilities to live independently and without dependence on anyone.

Social rehabilitation (restoration) and social adaptation (adaptation) of children is hard work that requires not only the qualities of the heart but also a professional approach in this delicate field, which is gradually developing with the emergence of new technologies and innovations. In order to improve this field, studies were conducted to study the state of social adaptation of children with disabilities.

In 2007, the "Inclusive Education in Uzbekistan" project was implemented by the Fund for the Support of Social Initiatives in our Republic. In the project, the Ministry of Public Education

of the Republic of Uzbekistan, the Ministry of Higher and Secondary Special Education, "Umr" in the city of Navoi assisted children with disabilities. assistance center, "Hayat" assistance center for the disabled in Samarkand city, "Istiqbolli Avlod" center in Jizzakh city, Karshi of Kashkadarya region "Umid" initiative support and development center in the city of Termiz, "Imkon" center for supporting children and families with disabilities in the city of Termiz, "Ziya" social support center for children with special needs in the city of Fergana region, "Ziya" center for providing social support to children with special needs, the Hokies of the target regions, the Swiss embassy in Uzbekistan cooperated. Within the framework of this project, disabled children will be educated in mixed groups based on inclusive technology in some preschool educational institutions, schools, vocational colleges, and academic lyceums located in the cities of Tashkent, Gulistan, Karshi, Samarkand, Termiz, Andijan, Ko'kan, Nukus, Bukhara, Urganch. received education.

In our country, favorable conditions are being created for the education and upbringing of children with disabilities and their adaptation to social life. To integrate them into society, first of all, to restore their health as much as possible, work is being carried out based on the "General education project for children with disabilities". This mainly involves the use of inclusive education opportunities. As a result, it is becoming an urgent scientific problem to study the pedagogical-psychological features of the organization of inclusive education in depth, its unique possibilities, to identify the problems related to it, and to substantiate aspects of its effectiveness. Because the inclusive education method provides a convenient opportunity to ensure the full participation of all children in the educational process, regardless of their mental and physical condition. In particular, children with special needs must communicate with others, to grow up to be able to meet the requirements of the social environment, acquire the skills to meet their daily and household needs, adapt to life, be able to study in general education schools under equal conditions with their healthy peers, to be friendly with them. facilities for getting into the relationship, mastering lessons on time, and taking a responsible approach to tasks that give birth. With this in mind, this textbook is intended to establish the specific effectiveness signs of inclusive education and to identify the necessary pedagogical and psychological approaches for its implementation in the continuous educational process from family, and preschool educational institutions to higher education. There is a fact that inclusive education can create favorable opportunities not only among children with disabilities but also among children raised in families based on a healthy lifestyle, in preschool educational institutions, schools, academic lyceums, and vocational colleges for students with different levels of mastery of subjects. Achieving that students can have a positive effect on each other through it will bring a good result. However, sometimes the difference between healthy children and disabled children is noticeable, the disabled child does not join his peers, hesitates, is ashamed because he cannot use his opportunities, and some of them are stubborn and whimsical because they were brought up too masculine in the family. changes will have to be made in the organization of education and training services. All this makes it clear that the process of inclusive education has its complexities and imposes serious requirements and responsibilities on teachers, class leaders, educators, and masters of professional skills working in this field.



As a result of the introduction of inclusive education in educational institutions from family to school, comprehensive schools, vocational colleges, and higher educational institutions, it became known that the general attitude towards people with disabilities is changing. And this can serve as a factor for their success in life. Inclusive education allows children with disabilities to actively and regularly participate in all activities of the general education process. As a result, the formation of stereotypes is prevented, and the provided individual assistance does not exclude children with disabilities from society. They will be able to generalize the skills they have learned. The strategy of inclusive education developed for people with disabilities and introduced to a society based on a plan ensures continuity and continuity of education. Family - kindergarten - school - vocational college - employment - this system will create a foundation for future parents to bring their children with disabilities to general education institutions and higher education institutions without risk.

Inclusive education is an educational process organized taking into account students' capabilities, individual-psychological, physical disabilities, and learning characteristics.

In addition, inclusive education is a state policy, an educational system that represents the elimination of barriers between disabled and healthy children, the inclusion of children in need of inclusive education into the general education process, regardless of their developmental disabilities or economic difficulties, aimed at adapting them to social life.

Inclusive education means teaching students with physical and mental disabilities together with healthy students. Inclusive education is based on several important principles. Including

- the principle that the value of a person does not depend on his abilities and achievements;
- the principle that every person can feel and think;
- the principle that every person has the right to communicate and listen;
- the principle of each person's need for each other;
- the principle of implementation of a person-oriented educational process based on clear cooperation;
- the principle that every student needs the support and friendly relations of his peers;

➤ such as the principle that diversity should ensure the development of all aspects of a student's life.

The goal of inclusive education is to create a barrier-free, adapted educational environment for students with special educational needs by using special tools and methods, involving special pedagogues, to provide quality education that serves their effective adaptation and full integration into society. consists of riding.

The tasks of inclusive education are as follows:

- to create a single adapted social environment that excludes any discrimination and ensures equal treatment of all children for students with different development opportunities;
- forming a tolerant attitude towards the problems of students with special educational needs in the public and all participants in the educational process;
- development of the mental and social potential of children with special educational needs along with healthy children in the educational process;
- creating an opportunity for all students to master preschool, general secondary, vocational, and higher education programs by state educational standards;
- creating conditions for the all-round development of students, activation of the emotional and volitional sphere, cognitive activity, formation of social skills and potential;
- providing counseling support to families raising children with special educational needs and raising the awareness of parents in the field of teaching and educating their children, using pedagogical technologies, educational methods, and tools, supporting them psychologically and pedagogically.

In the process of inclusive education, students with special educational needs are taught in the same school and class together with healthy children. Children with disabilities need special support from the day they enter school. Such support is necessary throughout their lives. That is why it is necessary to create favorable conditions for the social development of such students from the first stages of school education.

The educational process organized with students with disabilities requires the identification of inclusive education forms and their integration with the general educational process. Such integration should be tailored to their unique educational needs.

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