

INCLUSIVE EDUCATION AS A FACTOR OF ENSURING EQUALITY IN EDUCATION

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Abstract

In the article, inclusive education is not only among disabled children, but also based on a healthy lifestyle, as well as ensuring equality in education, as well as creating favorable opportunities for students with different levels of mastery of subjects at school, even among children raised in the family, the results of which students can have a positive influence on each other through this. , the relevance of inclusive education, the fact that disabled children should have equal opportunities in education with other children, the need to introduce a form of education that creates optimal educational conditions for disabled children, the relevance of inclusive education in the changing social demand for the education of disabled children and state policy, the field of education of disabled children, its content -in essence, issues such as children with disabilities having the opportunity to study together with their healthy peers in general education schools, to be accepted into their community, to develop according to their abilities and to have the perspective of participation in the life of society are interpreted.

Keywords: inclusive, disabled, unhealthy, needy, disability, student, school, peer, influence, health, action result.

In the educational system, it is aimed not only to impart academic knowledge to students, but also to form skills that will be needed in everyday life and in the future. The system aims to develop young people who can communicate freely, think, find creative solutions to any issues and problems in life, and work in a team.

Favorable conditions are being created for the education of children with disabilities and their adaptation to social life. Because the inclusive education method creates a convenient opportunity to ensure full participation of all children in the educational process, regardless of their mental and physical condition. In particular, it is

necessary for children with special needs to communicate with others, to grow up to be able to meet the demands of the social environment, to acquire the skills to meet their daily and household needs, to adapt to life, to be able to study in general education schools under equal conditions with their healthy peers, to enter into a friendly relationship with them. , makes it easier for him to learn lessons on time, to approach assignments responsibly. 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 pre-school educational institutions, schools, academic lyceums and vocational colleges for students with different levels of mastery of subjects. Through it, students can have a positive effect on each other. But sometimes the difference between healthy children and disabled children is noticeable, the disabled child does not join his peers, hesitates, is shy, humiliated because he cannot use his opportunities, and some of them are obstinate and whimsical due to the fact that they are raised too much in the family. it is necessary to make changes in the organization of services. All this makes it clear that the process of inclusive education has its own complexities and imposes serious requirements and responsibilities on teachers, class leaders, educators, and masters of professional skills working in this field, and indicates the richness and complexity of the research topic. Inclusive education is aimed at ensuring equal opportunities for education in educational institutions for all learners, taking into account the diversity of individual educational needs and individual capabilities, and inclusive education in educational institutions for children (individuals) with physical, mental, sensory (sensory) or mental disabilities. organization [1].

Inclusive education is a term used to describe the process of teaching children with special needs in mainstream schools.

Inclusive (French inclusive - including, Latin. Inklude - I conclude, including) or inclusive education is a term used to describe the process of teaching children with special needs in general education (public) schools [3].

"Inclusion" itself is the process of including absolutely all people, regardless of their characteristics, into full social life. Thus, inclusive education is an educational process in which all children are included in the general education system. Here it is important to clearly emphasize "all children", that is, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics. This means



that children have equal opportunities for education in their place of residence. Comprehensive schools take into account special educational needs and provide special support to students. Finally, all children can learn, develop, socialize, and learn to tolerate each other equally with their peers. In inclusive education, all children, including those with disabilities, study in the same class, not in a special group. It is worth noting that special groups and institutions remain, but parents have a choice when choosing a child.

Inclusive education is based on the ideology that excludes any discrimination against children, ensures equal treatment of all people, but creates special conditions for children with special educational needs. Inclusive education is a process of development of general education, which implies the availability of education for all in terms of adapting to the different needs of all children, which provides access to education for children with special needs [2].

Principles of inclusive education:

- the value of a person does not depend on his abilities and achievements;
- every person is capable of feeling and thinking;
- everyone has the right to communicate and listen;
- all people need each other;
- real education can be realized only in the conditions of real relationships;
- all people need the support and friendship of their peers;
- all students are more likely to achieve what they can do than to fail;
- diversity improves all aspects of human life.

The inclusive education system includes secondary, secondary special, vocational education institutions. Its aim is to create a barrier-free environment in the teaching and learning of children, taking into account the diversity of special educational needs and individual capabilities. This set of measures envisages the technical equipment of educational institutions and the development of special training courses for teachers and other students aimed at developing their interaction with persons with disabilities.

If we look at the world practice of inclusive education, since the 1970s, a set of normative documents has been developed and implemented to expand the educational opportunities of children with disabilities. Several approaches have been developed in modern education policy in the United States and Europe, including:



widening participation, mainstreaming. It is worth noting that students with disabilities communicate with their peers in various leisure programs during the holidays.

Education of disabled children includes the creation of a special corrective and developmental educational environment for them, provision of appropriate conditions and equal opportunities for education, treatment and rehabilitation, education, correction of developmental disorders with normal children within the framework of special education standards, and social adjustment. It is necessary to rely on scientific and methodological developments that ensure the correction and development support of children of the same age at different ages, taking into account the school population, which is different in its composition according to the disability of each child.

The relevance of inclusive education is that disabled children should have equal opportunities in education with other children. Today, the need to introduce a form of education that creates optimal educational conditions for disabled children has repeatedly confirmed the relevance of inclusive education with the changing social demand and state policy for the education of disabled children. the field of education of disabled children. Its essence is that children with disabilities have the opportunity to study together with healthy peers in general education schools, to be accepted into their community, to develop according to their abilities and to have the prospect of participation in community life [4]. .

When organizing inclusive education, a number of advantages are taken into account, external conditions for successful inclusive education are also taken into account:

- early detection of disorders (in the first year of life) and carrying out corrections from the first months of life;
- parents' desire to raise a child together with healthy children and their desire and desire to help him in the educational process;
- the availability of qualified assistance to a disabled child;
- creating conditions for the implementation of changing models of integrated education. as well as internal conditions for successful inclusive education:
- the level of mental and speech development corresponding to the age norm or close to it;



- the ability to acquire the standard of general education within the specified period for normally developing children.

Today, it is necessary to develop various forms of inclusive education that are physically and emotionally comfortable for disabled children, open to their parents (legal representatives), suitable for special educational needs, guaranteeing the preservation and strengthening of physical and physical development:

1. Development of the regulatory framework of the school on the issue.
2. Organization of professional development of pedagogues and specialists on the problems of inclusive education.
3. Providing psychological and pedagogical support for the development of children in inclusive classes.
4. Provision of material and technical support, including information.
5. Development of customized educational programs for children with disabilities.

Basic principles of inclusive education:

1. The value of a person does not depend on his abilities and achievements;
2. Everyone has the ability to feel and think;
3. Everyone has the right to communicate and be heard;
4. All people need each other;
5. Real education can only be realized in the conditions of real relationships;
6. All people need the help and friendship of their peers;
7. For all students, success is more likely in what they can do than in what they cannot;
8. Diversity enhances all aspects of human life.

Inclusive education at school: — in general education classes; — in special classes that implement customized programs for children with intellectual disabilities; — in the mode of individual education, involving children in the cultural, sports and social life of the class and school.

Full inclusion is a form of educational process organization in which children with developmental disabilities and children with disabilities are taught in the same class as their normally developing peers in a public general education school according to the relevant general education programs (basic and additional).

Partial inclusion is a form of organization of the educational process in which children with developmental disabilities and children with disabilities are taught in



the same class with their normally developing peers and in separate educational groups in special subjects in the adapted general education programs. in the curriculum for general education classrooms, such as public high school.

Special remedial classes are a form of educational process organization in which children with developmental disabilities and children with disabilities are taught in a separate class in a public secondary school according to adapted general education programs.

Resources available in the institution at the beginning of the transition to inclusive education:

1. personnel: teacher-defectologist, pedagogical psychologist, teacher-speech therapist, social pedagogue, science teachers.
2. material and technical: primary classrooms are equipped with modern requirements, there is a social-psychological service office, a speech therapist teacher, a defectologist teacher, a psychologist teacher's office.
3. Normative: Job descriptions of teaching staff (speech therapist, special education teacher, educational psychologist, social teacher, science teacher), School PMPK Regulations, etc.
4. educational and methodological: educational and visual aids for organizing education; educational and methodological literature on correctional pedagogy, psychology and education available in the school library fund.
5. psychological, medical and pedagogical: primary medical education at school; comprehensive medical, psychological and pedagogical support service. Specialists work with schoolchildren individually, in groups, in a class-lesson system, and also implement correction and development programs taking into account the age and needs of disabled students and their parents (legal representatives).

Advantages of inclusive education: - Children go to school in their place of residence, which is important because there are no special educational institutions in our village, parents do not have the opportunity to take their children to another area. — all children participate in all activities covered by the classroom and children's environment (sports events, performances, competitions, excursions, etc.).

The involvement of students of specialized public educational institutions with developed speech and listening comprehension skills in inclusive education is also chosen as a form of this practice. Only if quality work is carried out on the speech



and hearing of students of specialized state educational institutions, they will have the opportunity to be involved in inclusive education only after a certain stage. If the deaf child's speech is not sufficiently formed and not adapted to hearing perception, it will be difficult for this student to master academic subjects in inclusive education. Therefore, below are methodological recommendations regarding the organization and content of individual classes designed to work on the speech and hearing of deaf and hard-of-hearing children.

Individual classes help students to form pronunciation skills and develop residual auditory perception by perceiving the sounds in the language they are acquiring through hearing, vision, skin-sensory senses with or without sound amplification devices [5].

Tasks of individual training:

- 1 To identify and expand students' perceptions of sound phenomena.
- 2 To direct the sense of hearing to the teaching process and communication with others.
- 3 Cooperation in the pedagogical process of students' conversational speech development, pronunciation formation.

In special boarding schools for deaf and hard-of-hearing children, individual lessons are divided into 2 parts. In the 1st part, 10 minutes are spent on students' pronunciation, and in the 2nd part, 10 minutes are spent on students' residual hearing. Trainings for the development of students' speaking skills and abilities are organized in individual and general (frontal) way.

Types of frontal training for the development of hearing:

1. Training on formation and strengthening of students' skills and abilities to make maximum use of hearing loss. In these classes, students are taught to distinguish the source of sounds, to determine the nature of the speech material (boy's voice, girl's voice, callous speech, low-toned speech in the form of advice, father's speech, mother's speech, speech with the content of calling for help...). The educational materials for the training consist of topics designed to distinguish non-speech tools that are common in everyday life (clock, telephone, kitchen appliances, car horn and other typical sounds, sounds of construction works, musical instruments, etc.).
2. Mixed activities that teach listening and auditory discrimination. The reason why this activity is called mixed is that its content consists of speech material consisting



of words related to academic subjects, in addition to tasks encouraging the differentiation of non-speech sounds.

3. Monitoring of the corrective process carried out on students' auditory perception, analysis of their hearing-differentiation capabilities, control exercises designed to compare auditory dynamics. These sessions are usually held at the beginning and end of the academic year and after each major section.

The types of work that are widely used in training are:

- identifying the sound source;
- determination of sound direction;
- to appreciate the sound-syllable and rhythmic structure of the word.

Factors that make it difficult for disabled children to integrate:

- incomplete, conflicting legal framework regulating the implementation of multi-level models of integration of disabled children;
- the scientific, methodological and educational didactic support of the study process of disabled children in the state school is not sufficiently developed;
- lack of qualified personnel who know well the methods and methods of providing psychological-pedagogical support to disabled children in educational institutions;
- lack of targeted, systematic, all-round state support for disabled children integrated into the general stream;
- on the one hand, the lack of appropriate attitude towards disabled children in society and the lack of reasonable aspiration of the majority of children themselves and their parents to participate in social and educational integration.

In conclusion, it can be noted that the adopted law introduces the principle of inculcation of national and universal values into education and upbringing. At the same time, it is a proof that no child in the Republic of Uzbekistan is left out of the sight of our country.

Thus, inclusive education is an educational process in which all children are included in the general education system. It is important to clearly emphasize here that "all children", that is, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics.

This means that children have equal opportunities for education in their place of residence. Comprehensive schools take into account special educational needs and



provide special support to students. Finally, all children can learn, develop, socialize, and learn to tolerate each other equally with their peers.

In inclusive education, all children, including those with disabilities, study in the same class, not in a special group. It is worth noting that special groups and institutions remain, they will not be terminated, but parents have the right to choose an institution for their child.

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