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IMPLEMENTATION OF THE INCLUSIVE EDUCATION SYSTEM AND ITS EFFICIENCY INCREASE

Submission Date: December 07, 2023, Accepted Date: December 12, 2023,

Published Date: December 17, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-22>

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ABSTRACT

This article is devoted to the introduction of inclusive education in the educational system, the role of inclusive education in Uzbekistan and foreign countries, its application, the study of education on the basis of equality of children with disabilities together with healthy children. Collaborative training of children and healthy children in need of special care is a complex and time-consuming process, while there are advantages of inclusive education for both disabled and non-disabled people. It is emphasized that inclusive education plays an important role in the successful social activities of children with disabilities.

KEYWORDS

Inclusive education, social integration, disabled children, access to education, benefits of inclusive education.

INTRODUCTION

Currently, inclusive education is being introduced in many developed countries of the world. In English, the term "inclusion" means "join, add". Inclusive education is the organization of the educational process, taking

into account the educational needs and abilities of children with disabilities, studying together with healthy peers. Inclusive Education Unites children with different characteristics and abilities and does not

adapt all the individual needs and characteristics of children in the educational process to the educational system, on the contrary, the educational system adapts to the needs of each child. Today, solving problems with disability is one of the priorities of the social policy of developed countries. At the same time, the Republic of Uzbekistan seeks to ensure that every person with a disability carries out their rights and freedoms on an equal basis with other members of society. Including, There is a normative legal basis for the organization of inclusive education in Uzbekistan, the development of inclusive education in the educational system in accordance with the decree of the president of the Republic of Uzbekistan dated October 13, 2020 PD-4860, decree of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 638 is a priority. In particular, in inclusive education, the goal is to create all the conditions for the education of children with disabilities, the creation of all conditions for achieving quality education and success in it, regardless of previous educational achievements, language, culture, economic and social status of parents. There are a number of relevant areas in the development of the inclusive education system, training and professional development of pedagogical personnel for the inclusive education system, development of educational materials and methodologies adapted for inclusive education, development of educational guidelines for Parents, Organization specialists and the general public on

inclusive education, development of teaching methods in inclusive education, implementation of individualization principles, development and implementation of technologies aimed at preventing the treatment of impotent or degrading dignity, ensuring the right of each child to develop in a way specific to his private pace, ensuring educational rooms of institutions that have switched to an inclusive education system with all the modern technical equipment necessary in this process is a priority of the development of inclusive education in Uzbekistan. At the same time, this direction also included the implementation of five initiatives, which included complex activities aimed at creating additional conditions for the pedagogical education of children with special educational needs involved in inclusive education.

If one looks at the idea of an inclusive education system, “education is for all” that is, everyone has the right to education. The basis of inclusive education is that all children can study together, develop, unite and be able to apply each other. 3 important factors in the development of inclusion are:

1. Formation of inclusive culture;
2. Development of inclusive policies;
3. Development of inclusive practice.

Inclusive education is considered to have several advantages over special education:

- As a result of the inclusive education process, children with special educational needs feel equal with their peers;
- As a result of inclusion, children spend a full-fledged time with their family and achieve the opportunity to live in a saturated state in an emotional-emotional aspect;
- Children discover their potential and feel the need to study.

The definition of disability is considered as a complex social phenomenon, which depends on many factors necessary for the successful socialization of an individual. Disability is a violation of health due to a constant violation of body functions, the degree of restriction of a person's life activity. Disabled people are a category of population who have difficulty exercising their rights and obligations on an equal basis with other citizens due to their limited health. The implementation of the rights and freedoms of people with disabilities largely depends on various factors, for example, the severity of the disease, the environment, as well as age. Speaking about age, it should be noted that it is much more difficult for children with disabilities to exercise their rights and freedoms, unlike adults. Therefore, such children need special support from the state and society. Currently, one of the

priorities of public policy in relation to persons with disabilities is to increase their vital activity through various activities and programs. One of the ways to improve the social functioning of people with special needs is their full integration into different areas of society, namely: social integration. Social integration (derived from the Latin word: integratio-meaning filling, regeneration) is the process by which an individual is fully and equally integrated into all aspects of the life of society. Integration is a two-way process, on the one hand, when a person seeks to join society, on the other hand, society tries to create opportunities for its inclusion. The process of social integration allows people with disabilities to adapt to the living conditions of society and fully operate in it. For social integration to be successful, it is necessary to create conditions that facilitate the inclusion of the disabled person in the life of society. One such prerequisite is inclusive education.

We can conclude that inclusion not only solves the problem of the education of children with disabilities, but also solves important problems at other same levels. If this education is applied correctly, taking into account various features and technologies, then most likely our country will not be forced to develop additional programs to solve the problems of children with disabilities. Inclusive education was created to solve the problems of children with disabilities within the framework of a social approach. This means that

such education must take into account the individual characteristics of each individual and create all the necessary conditions for the successful education, socialization and integration into society of the child. The positive attitude of teachers, healthy children and their parents contributes to the successful integration into society of a child with limited opportunities. Children with disabilities will communicate with healthy peers from an early age, which will allow them to successfully adapt to society outside the educational institution in the future after graduating from school, and also guarantee the beginning of an independent life without the help of anyone.

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