

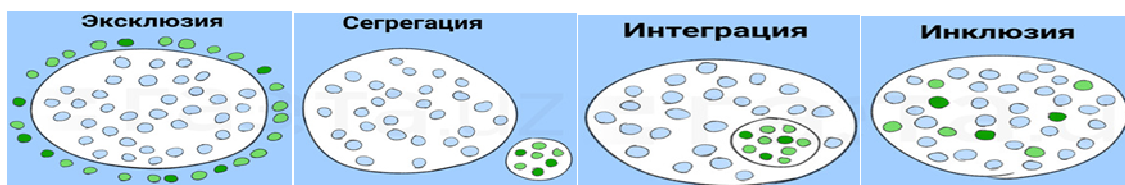
Inclusive Education

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Abstract: It is well known that in inclusive education, children with special educational needs are grouped together with all children according to different abilities for a specific purpose. If special education is carried out in accordance with the mental, physical appearance, inclusive education is determined by the abilities and capabilities of the child. While special education is taught through special and alternative curricula, inclusive education is taught on the basis of a child-centered and tailored, instructive, universal curriculum. An important aspect of inclusive education is that children and teachers learn from each other and solve problems together.

Key words: exclusion, segregation, integration, inclusion, inclusive education



Exclusion means that certain members of society are simply excluded from economic, cultural and political rights. Thus, there is a need to analyze the specific mechanisms of social exclusion that result from the establishment of status hierarchies in society.

Segregation (late lat. Segregatio - separation, separation, removal, separation) - the forced separation of people into racial, ethnic or other groups in everyday life. There are two forms of separation: institutional and territorial [1]. Institutional separation is characterized by the forced use of parallel institutions (e.g., different schools, hospitals, catering establishments) by different groups.

Integration is the process of merging individual components into a single unit using specific actions or adding them to an integral object that already exists.

Integrate - connect, join, weave, solder, insert, insert.

Inclusion (from inclusive - inclusion) is the process of increasing the level of participation of all citizens in society, especially those who face difficulties in physical development.

In developed countries, since the 1970s, the process of adopting various normative legal acts on the development of inclusive education has begun. In this regard, there are 3 main approaches in the US and European countries to involve people with disabilities in society.

1. Mainstreaming
2. Integration
3. Inclusive

According to Mainstreaming, students with disabilities meet with students with disabilities at various events and celebrations. On this basis, they will be able to know each other's characteristics and requirements.

"Inclusive education is about ensuring equal access to education for all students, taking into account the special educational needs and differences in individual capabilities."

It is planned to introduce inclusive education in secondary schools in Uzbekistan. In the next school year, 24 percent of children with special educational needs are expected to be enrolled in regular schools, and by 2025, 40 percent. There are also a number of issues and concerns associated with inclusive education.

Recently, the concept of inclusive education has been frequently mentioned, and many people understand this concept as the fact that children with disabilities study in the same school, in the same classroom, at the same desk with healthy children.

Adopted by the Legislative Chamber on 19 May 2020

Article 20 of the new version of the Law of the Republic of Uzbekistan, approved by the Senate on August 7, 2020, states that inclusive education is education in educational institutions for all students, taking into account the specific educational needs and diversity of individual opportunities. aimed at providing equal opportunities for access.

Inclusive education is provided in educational institutions for children (individuals) with physical, mental, sensory (sensory) or mental disabilities.

The order of organization of inclusive education is determined by the Cabinet of Ministers of the Republic of Uzbekistan.

"Actually, this is not the only thing. Inclusive education means that all children are educated in the same school and in the same classroom - in the same conditions. That is, a child with disabilities should be treated with the same attention as healthy children. don't have to go "

In Uzbekistan, all children attend public schools, regardless of family circumstances. This is guaranteed by the state. Only those who wish can study in private schools for a fee. But it is not possible to boast that children with disabilities study on an equal footing with other healthy children. There are a lot of problems in this regard. The Presidential Decree "On measures to further improve the system of education for children with special educational needs" adopted on October 13, 2020 lists the main problems in this regard:

- Some educational institutions for children with special educational needs do not have a barrier-free environment and opportunities;
- Educational institutions for children with special educational needs are not fully equipped with the necessary literature, manuals, equipment and facilities for teaching various professions;
- As a result of the lack of public awareness about the right to education of children with special educational needs, the content of the inclusive education system, parents do not have enough information about the possibility of educating children with special educational needs in secondary schools;
- Insufficient attention is paid by local executive bodies to addressing issues related to the involvement of children with special educational needs in inclusive education;
- disciplines related to the methodology of inclusive education are not included in the curricula of pedagogical universities;
- The lack of inclusive education programs in textbooks on pedagogy and methodology, as well as the fact that future teachers do not have internships in educational institutions with children with special educational needs, have a negative impact on the quality of their professional training.
- The Presidential Decree sets the issue of gradual introduction of inclusive general education by 2025. This includes the creation of a barrier-free environment for children with disabilities to

come to school, the construction of new schools with similar conditions, the training of teachers, the improvement of the educational base.

- It should be noted that the development of inclusive education is a long-term strategy. It is important to take a systematic approach in developing and implementing this strategy. The key elements of inclusive education are: Children with disabilities do not have to feel disabled in these schools. The number of children in school with disabilities should be related to the natural child population. The fact that children study in mixed groups, that children are educated in classes appropriate to their age, that there is a decentralized model of teaching.

However, Article 20 of the Law “Inclusive Education” does not include this definition. It is only about "inclusive education for all children, including children with physical or mental disabilities, which excludes any form of discrimination against them in education."

It should be noted that the development of inclusive education in Uzbekistan must be based on the processes of social partnership. In this regard, the social partnership should be mainly between public authorities and public organizations of the disabled. Because it is, people with disabilities can advise government agencies on what is important and necessary for people with disabilities in public organizations. They help children with disabilities to create a barrier-free environment at school based on their needs and unique characteristics.

Social partnership is also important in this process between schools and public organizations that represent the interests of persons with disabilities. It is organizations that represent the interests of individuals with disabilities that can help teachers working in a particular school to develop communication skills with children with disabilities. The social partnership between the parents of children with disabilities, the school and the parents of children without disabilities is also important in this regard. Parents of children with disabilities should assist parents of children with disabilities in implementing inclusive education. This process, of course, requires the formation of a unique model of social partnership.

In short, our country is creating all conditions for ratification of the Convention on the Rights of Persons with Disabilities. I think the reforms aimed at developing inclusive education throughout the country will be a practical example of this.

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