



EDUCATION AND EDUCATION OF DISABLED CHILDREN IN INCLUSIVE EDUCATION

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Abstract

In this state, social support for children and adolescents, emergency workers and personal assistants, the promotion of our society, the provision of education and training, rehabilitation in the profession, healthy children, thinking and thinking about growing up as a person, able to use their abilities and opportunities.

Keywords: Education, child, disability, special education, general education, inclusive education, social exclusion, school, disability, total, gender, general education.

Annotatsiya

Ushbu maqolada jamiyatimizning bir bo'lagi bo'lgan maxsus yordamga muhtoj bolalar va o'smirlarni ijtimoiy qo'llab - quvvatlash, ularga ta'lim- tarbiya berish, kasb – hunarga yo'llash, sog'lom bolalar qatoridan o'rin olib, o'z qobiliyati va imkoniyatlaridan foydalana oladigan inson qilib voyaga yetkazishga doir fikr va mulohazalar keltirilgan.

Kalit so'zlar: Ta'lim, bolalar, nogironlar, maxsus ta'lim, umumiy ta'lim, inklyuziv ta'lim, ijtimoiy ajratish, maktab, nogironlar, yaxlit, jins, umumiy ta'lim muassasalari.

Аннотация

В данной статье социальная поддержка детей и подростков, нуждающихся в особой помощи, являющихся частью нашего общества, обеспечение их воспитанием и обучением, направление в профессию, занятие места среди здоровых детей, мысли и мнения о взрослении представляются как человек, умеющий использовать свои способности и возможности.

Ключевые слова: Образование, дети, инвалиды, специальное образование, общее образование, инклюзивное образование, социальная эксклюзив, школа, инвалиды, целостный, гендер, общеобразовательные учреждения.



Enter

The issue of educating children with disabilities is becoming one of the most urgent issues today. Currently, in our Republic, an inclusive education system is implemented in order to provide education in a special or general education system according to the level of development, capabilities, characteristics and abilities of children who need special support. Inclusive education culture! According to the Declaration of Salamanca, each student's characteristics are considered as evidence supporting and approving the reform. Its goals are not to prevent social segregation due to differences in gender, race, culture, social origin, religion, individual ability and ability.

According to the world's experience, inclusion in schools is often considered as the education of disabled people in secondary schools together with peers (Judy Kugel'mas), but the essence of inclusive education is knowledge and knowledge is still not enough in society. The terms "inclusive" and "integrated" are often used interchangeably.

Analysis of Literature on the Topic (Literature Review).

The views of the famous scholars of the East, Ibn Sina, Imam Bukhari, Abu Nasr Farabi, Alisher Navoi, Abdulla Awlani, about the goals of education and the influence of education on the development of each child's personality, are the methodological basis of the development of inclusive education.¹

The priority policy of our country is to raise the young generation to be mentally, physically healthy, spiritually mature and fully developed people. Social support for children and adolescents who are a part of our society and need special help education, training, career guidance, taking a place among healthy children and growing up as a person who can use their abilities and opportunities is considered a part of our state's policy.

The task of inclusive education is to provide quality education to all children, regardless of their abilities and status. At the same time, the principle of inclusion implies that children with limited opportunities should live in a family and receive education in a normal school together with their peers in order to have a positive mental and social development. The inclusive education system means that a child in a wheelchair can study in any nearby school, if he/she has learning difficulties, he/she

¹ Maktablar hamma uchun - Save the children - 2002y. 20\23 bet





has special help to learn to read and write, and a child who does not attend classes ensures that appropriate support is provided to return to school.

The main goal of inclusive education is to create conditions for effective education for children who need help. In this situation, it is necessary to integrate and rehabilitate children in need of help, to choose an effective and inclusive type of education that is suitable for them, taking into account the level of development of each child. Therefore, improving the qualifications of pedagogues and specialists, providing them with the necessary modern manuals and equipment is one of the steps taken to solve this problem.

Research Methodology (Research Methodology).

The implementation of the education system always requires the basis of certain legal provisions and principles. The implementation of the inclusive education system is based on the following principles:

- 1) Recognition of inclusive education.
- 2) The principle of inclusive education being open to all.
- 3) The principle of existence of connection.
- 4) The principle of decentralization.
- 5) The principle of a comprehensive approach to inclusive education.
- 6) The principle of flexibility in inclusive education.
- 7) Qualification principle.

Recognition of inclusive education is the essence of this principle, since 1990 several declarations and decisions have been adopted on the world scale regarding the education of children with special needs in the system of general education institutions. They have been recognized by many countries of the world. But until today there are many problems regarding their implementation. In some countries, general education When laws or decisions are made regarding it, the issue of the education of disabled children is not included in it. The decision of the head of the state regarding the development of inclusive education in the republic in 2020-2025, opening of elementary correctional classes and optimization of boarding schools was adopted.

On October 13, 2020, the President signed the decision "On measures to further improve the system of education for children with special educational needs". The concept of development of inclusive education in the system of education, the "road map" for the implementation of this concept in 2020-2021, and the target parameters for the development of education of children with special educational needs until 2025 were approved.





The concept will be implemented step by step on the basis of the achieved results, the target indicator and the main directions for the relevant period, based on a separate "road map" approved every year starting from 2020. Policy plays a key role in supporting the inclusive education system. Policy support of inclusive education ensures the effectiveness and development of this education system.

It has been proven from the experiments carried out on the implementation of inclusive education that if any disability of children with disabilities is detected and referred to specialists in time from the earliest age, and if preparatory work for school is carried out in a timely manner, the intended goal will definitely be achieved. can be achieved. That is, the effectiveness of inclusive education will be high.

The importance of inclusive education is the development of mental and physical feelings and actions of the child, ensuring that children with disabilities receive quality education from an early age. For a long time, it was considered more effective to educate children with special needs in special segregated educational institutions than in general educational institutions.

By the 1970s and 1980s, the promotion of the idea of humanity and non-discrimination at the world level led to further improvements in attention to children with special needs.

The following goals and tasks are required to be solved in the inclusive education system:

- To create necessary psychological-pedagogical and correctional conditions for the education of children and adolescents with disabilities in an educational institution, to implement general education programs and correctional work aimed at their ability, to implement mental development and social adjustment;
- Guaranteeing students' right to equality in education;
- meeting the needs of disabled and healthy children with the active participation of society and family, early adaptation to social life;
- Realizing the right to live without separating children and adolescents with disabilities from their families;
- Forming a friendly and loving attitude towards children and teenagers with limited opportunities in the society.

Analysis and Results (Analysis and Results)

Problems of inclusive education. In many countries, the introduction of inclusive education is not recorded in the state normative documents; Negative attitude towards disabled children; The problem of invisibility of children with disabilities in society; Financial problems; Adaptation of educational institutions; Large number of





students in the class; Poverty; Discrimination based on gender differences; Dependence of children with disabilities on others; Emergency situations, conflicts, refugees; It is a personnel problem.

Principles of Inclusive Education:

1. The worth of a person does not depend on his abilities and achievements.
2. Everyone has the ability to think and feel.
3. Everyone has the ability to hear and communicate.
4. Everyone needs each other.
5. A person's full and real education is realized only in real cooperation.
6. All people need the support of their peers.
7. What makes all learners successful is not their inability to do something, but their ability to do something.
8. Cooperation enhances one's life in every way.

The inclusive education system includes the following educational institutions; pre-school education, general secondary education, secondary special vocational and higher education. The purpose of these educational institutions is to create an open learning environment by removing barriers between children's education and vocational training. There will be no opportunity to use separate programs and textbooks in comprehensive schools. The inclusive education system differs from the integrated education system by its content - essence, purpose, tasks and program of action.

A child's lagging behind in education and training is the result of not mastering mental functions. For example, a child's discontinuity in putting on clothes is not due to a weak memory, but because he has not acquired the necessary skills to carry out this process. Along with the methods of psychoreaction of such a mental problem, the child can be presented with pictures showing how to put on clothes in the correct order.

L.S. Vygotsky puts forward the idea that the health of the social environment is of primary importance for children with limited health opportunities. He also likens the development of children with disabilities to a plant with bad roots. "Its thin roots do not adapt to the layers and shape of the nutrient soil. They cannot reach the nutrient layers of the soil on their own, but get into the dry and toxic layer. Such a plant could bloom under suitable conditions, but under normal conditions it did not reach the peak of development and withered.

Therefore, it is appropriate to develop the educational system taking into account the specific aspects of each nation and people, national traditions, customs, goals and





tasks of the state, and the mental and physical development of the students. In the case of children with disabilities, if adults help the child's wishes and aspirations as much as possible without opposing the child's will and independence, the difficulties in the process of forming his personality will disappear by themselves. The appearance of stubbornness, stubbornness, and disobedience in a child with limited abilities is caused by excessive manipulation by adults.

Psychologist L.M. Krijanovskaya has extensively explained the ways of educating children with disabilities through psychological correction methods in the inclusive education system. In his opinion, the cooperation of school psychologist, pedagogue, educator and parents should be inextricably linked in order to be effective in the inclusive education system and to achieve good results.

To date, there are many problems and obstacles in the implementation of the inclusive education system on a global scale.

They include: Negative attitude; Invisibility in the community; Financial problems; Physical adaptation; Number of students in the class; Addiction; Discrimination based on sexual characteristics; Emergencies, conflicts and refugees. Negative attitude is probably the biggest obstacle for children with special needs to receive education in the system of general education institutions. The essence of the problem of negative attitude is that parents, community members, teachers, employees of general education institutions, management bodies, even children with special needs, are reluctant and do not want to receive education in their general education institutions.

The reason for this is people's misconceptions about disabled people, lack of information about them, the fact that disabled children grow up in a restricted environment, etc. The essence of the problem of invisibility in the community is that many children with special needs are often blocked by their parents. They lock them up at home and do not show them to anyone, no information about their disabled child is given during the registration process. As a result, many children with disabilities are deprived of participation in the community. Lack of information about them leads to them not attending educational institutions.

Conclusions and Suggestions (Conclusion/Recommendations).

In conclusion, from the experiments conducted on the implementation of inclusive education, it has been proven that any disability of children with disabilities can be detected and referred to specialists in time from an early age, and school preparation work is carried out on time. if you go, you can certainly achieve the intended goal. That is, the effectiveness of inclusive education will be high.





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