

FACILITIES AND ACHIEVEMENTS OF INCLUSIVE EDUCATION

Uzoqjonova Moxinur Diyorbek qizi

Student of Andijan State Pedagogical Institute

Abstract: This article provides a brief overview of inclusive education. The benefits of inclusive education and the achievements are briefly highlighted, the goals and objectives of inclusive education, and their impact on the effectiveness of the “Law on Inclusive Education” are given.

Key words: Inclusion, inclusion, sensor, correction, UNICEF, psychological-pedagogical.

INRODUCTION

Inclusive - (inclusion-English [inclusion]- integration) cooperative education is recognized by the world community as the most humane and most effective education.

Inclusive education means that all children receive education in the same school and in the same classroom - under the same conditions [8]. That is, a child with disabilities should be able to study with the same attention as healthy children. In Uzbekistan, regardless of family circumstances, all children attend state comprehensive schools. It is guaranteed by the state. Naturally, all people who have heard about inclusive education think: "So why is inclusive education necessary?" - the question arises. Sometimes, if we see children with disabilities among our peers, schoolmates or in the neighborhood, without understanding, we try to isolate them and not communicate with them [9]. This is wrong, in fact, if we become friends with them and live as a community, we can contribute to their happy life.

Every child in society has the right to be happy!

LITERATURE ANALYSIS AND METHODOLOGY

In order to prevent similar negative consequences, specialized schools for children with disabilities and sanatorium-type boarding schools are operating in our country [7].

In our republic, more than 22,000 students study in 86 specialized schools for children with disabilities, more than 6,000 students in sanatorium-type boarding schools, and more than 13,000 students in home conditions. Currently, more than 3,000 general secondary schools in Uzbekistan include about 13,000 students with inclusive education. By 2025, 40% of children with disabilities are planned to be involved in inclusive education [10].

RESULTS AND DISCUSSION

In the concept of development of inclusive education in the public education system in 2020-2025, the following tasks were defined to improve the quality of educational services provided to children with special educational needs:

- development and approval of requirements for the buildings of educational institutions where children with special educational needs receive education [6];
- implementation of measures aimed at providing educational institutions where children with special educational needs are educated with the necessary literature, methodical manuals, equipment and supplies for training in various professions [11];
- organization of an inclusive education system for teaching children with special educational needs, special devices (lifting devices, ramps, handrails, etc.) in general educational institutions, as well as relevant personnel (special pedagogues, specialists in psycho-pedagogical monitoring of children) provide with [12];
- gradually providing boarding schools with special equipment for adaptation and integration of children with special educational needs, etc.

In order to organize the effectiveness of these tasks, many laws and decisions have been developed in the Republic of Uzbekistan and their regulations are being approved [13].

In particular, the regulation on the procedure for organizing inclusive education for children with special educational needs in general secondary education organizations was approved in our Republic [5]. It stated the following:

- goals and tasks of inclusive education;
- the procedure for establishing the activities of inclusive education and primary correctional classes in schools for children with special educational needs, as well as organizing the educational process;
- the procedure for admitting students to inclusive education classes and primary correctional classes [14];
- measures to control and manage the quality of education in inclusive education classes and primary correctional classes [23].

Also confirmed are:

- Regulation on state specialized educational institutions for children with physical, mental, sensory or mental disabilities [15];
- Regulation on sanatorium-type specialized state educational institutions;
- Regulations on the procedure for individual education at home for children with physical, mental, sensory or mental disabilities, as well as those who need long-term treatment [4].

In addition to the laws on inclusive education, there are certainly goals and objectives of inclusive education. The procedures defined in the goals and tasks of inclusive education are of great importance in giving effect to the law on inclusive education [22].

The goal of inclusive education is to create a barrier-free, adapted educational environment for students with special educational needs, using special tools and methods in school, involving special pedagogues, their effective adaptation to society

and full-fledged development. is to provide high-quality general secondary education that serves the harmonization [16].

Schools provide comprehensive support to children with special educational needs and their parents in receiving corrective pedagogical assistance and career guidance [21].

The tasks of inclusive education are as follows:

- creation of a single adapted social environment for students with different development opportunities, which excludes any discrimination and ensures equal treatment of all children [3];

- formation of a tolerant attitude towards the problems of students with special educational needs in the public and all participants of the educational process [20];

- development of mental and social potential of children with special educational needs along with healthy children in the educational process [17];

- creating an opportunity for all students to master general secondary education programs in accordance with state educational standards [19];

- creation of conditions for all-round development of students, activation of emotional and volitional sphere, cognitive activity, formation of social skills and potential [1];

- to provide counseling support to families raising children with special educational needs and to raise the awareness of parents in the field of education and upbringing of their children, the use of pedagogical technologies, educational methods and tools, psychological and pedagogical training support in terms of [2].

CONCLUSION

In 2006, studies were conducted to find out what the results are like in inclusive classes. The results showed that the deaf child was able to read and speak along with healthy children. On the side of UNICEF, every child with a hearing impairment is implanted [18]. The parents who saw these achievements and the changes in their children sent their children to public schools instead of sending them to boarding schools. The children who graduated from the school were able to work in high positions. This is definitely one of the great achievements of inclusive education.

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