

**PRINCIPLES OF PROMOTING INCLUSIVE CULTURE IN THE CONDITIONS OF
INCLUSIVENESS IN SOCIETY**

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Annotation: The article covers scientific and theoretical analyzes of inclusive society and the development of inclusive culture in this society. The article also analyzes and studies social, pedagogical and political processes in the formation of inclusive culture.

Key words: Inclusive culture, society, education, parents, method, children with special needs.

INTRODUCTION.

Promotion of inclusive culture is a necessary process for society in today's fast-paced world, because inclusive culture can facilitate the socialization and inclusion of people with special needs. At the same time, the opportunities for students to enter the society, their opportunities to find their place in the society and to be in a relationship with the society will be significantly expanded, necessary conditions will be formed for the integration of every needy person into the society.

The development of its society has justified the need to pay serious attention to the concept of "inclusive culture", which is recognized as a safe, tolerant community of people, which ensures the development of all people in the society and values the values of each person.

Culture, as a philosophical concept, reflects certain historical development stages in the development of society, defines and reveals the purposeful directions in the forms of life and activity of people, their mutual relations, as well as the material and spiritual values established by them.

On the one hand, we can take inclusive culture as a kind of philosophy, because its specific values, knowledge and responsibility for inclusive education are accepted and shared among all participants of this process. . Creating an inclusive culture is for every child friendly, without any barriers, an equal attitude is understood . On this front the ideology of inclusion is equally accepted by the participants of the educational process. The role of the education system in promoting an inclusive culture is important. Because every person has the right to receive education, to guarantee the possibilities of exercising the right to education in legal, organizational, technical, financial and social terms. Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in special educational needs and individual capabilities for all children .

In inclusive education, children with special educational needs are brought together with their peers for a specific purpose, that is, to receive education. Inclusive education is conducted according to the abilities and possibilities of the child. It is necessary not only to provide education, but also to increase the self-confidence of a child with limited opportunities, to develop knowledge and abilities, and to arouse the motivation to study and learn from a young age. In this process, it is necessary to work with parents and society. In it , we should also form the attitude of community participants to the education of persons with limited opportunities , as well as children with developmental disabilities .

LITERATURE ANALYSIS AND METHODOLOGICAL REVIEW

The word inclusive comes from the French word inclusive, which means to include, join, and include, and it can be used in various contexts. For example, if the word inclusive is used in relation to education, it means creating an opportunity for children with certain needs and healthy young people to receive education in the same environment, that is, in an environment without any differences and barriers. If the word inclusive is applied to the society, it is used in the sense of equalizing the opportunity to use all things and opportunities among all the members of the society in the society. If we use the word inclusive in politics, it means treating all the countries of the world equally in the implementation of foreign policy.

Over the past years, the goal of inclusive education, that is, the problems of building an inclusive society as a truly humane society based on inclusive culture, has been the cause of debate.

The inclusive culture of subjects participating in education in an educational organization designed for children with special educational needs in society can be divided into the following elements:

- 1) visions, values, norms, attitudes and ethics of inclusive education, all of which are very important in building an inclusive culture. Because without these, we cannot develop an inclusive culture in society. Because people act on the basis of certain values and standards.
- 2) values and attitudes towards inclusion, i.e. formation of attitudes towards education in normal schools without separating children with developmental disabilities from healthy children, additional support to ensure their full participation in society in schools must be shown.
- 3) formation of social and personal qualities that contribute to good relations among all participants of inclusive education.

In the development of an inclusive culture in an educational organization, members of the society respect diversity in educational relations, tolerance towards them, encourage everyone's actions and accept the values of culture formation, the process of building a high-level inclusive society based on them. considered as It is necessary to create an inclusive culture in such a way that a person with a disability feels like an equal and full-fledged member of society.

RESULTS

The results showed that inclusive education helps to recognize diversity in groups and classrooms with inclusive education and to understand that everyone has different strengths and weaknesses. Children with defects, along with healthy children, if they are supported and created favorable conditions for the full development of their talent and potential, this category of people can make a great contribution to the development of society. Such children feel more comfortable and safe in society. They also become active citizens who feel socially responsible and contribute to the betterment of their communities.

Also, the views of the participants of the educational process on the level of inclusive culture, the opinions of people in the society have a great influence on the development of inclusive culture, among which negative opinions can also be found. For example, people with a certain disability have always been considered by those around them as "unfit for work and professional activity". Along with existing social views, there is also apathy, a lack of interest in any activity of a disabled person, and an unwillingness to understand these people. Society's misconceptions about disabled people cause misunderstandings and difficulties in communicating with them. At

the same time, when dealing with a person with a certain health problem, people are practically sure that this disabled person can be an interesting conversationalist.

In the development of an inclusive culture, an important place is played by the mutual relations established between the members of the society, as well as the disabled children and their parents, and the barrier-free environment created. We should also pay attention to the fact that the development of inclusive education is influenced by the culture of educational subjects, the level of their mutual relations. In this process, the child with a disability should feel that he is a member of the community at a high level, develop a sense of mutual communication, openness to others, and benevolence. In the course of the lesson, it is necessary to observe the culture of each student having his own place, working with each of them individually, speaking politely and benevolently.

DISCUSSION

Inclusive education makes it possible to fully include children with disabilities in the educational system, taking into account certain levels of developmental disabilities. The possibility of realizing the right to education of children with certain disabilities is related to the existence of all problems of an organizational, legal, technical, social and financial nature. Over the past years, the main goal of inclusive education, the problems of determining the effective direction of the practical application of the theoretical foundations of inclusion aimed at creating an inclusive society as a real humane society with an inclusive culture as its foundation, have been the cause of many scientific and pedagogical discussions. . Special attention should be paid to the issue of providing education to children with disabilities and needing social protection, helping them to take their rightful place in society. Based on the study of research works on the topic and their scientific analysis, it is known that the educational environment of disabled youth should always be good, moderate, and it is important to always pay special attention to it.

Inclusive education is an educational system that provides access to the educational process aimed at entering the social life of a person with a certain need or despite financial difficulties.

mutual relations with children with a certain defect , constant communication with them is a matter of particular importance . First of all, it is very important to join the society and the readiness of the society to accept him . It is important that every person with a defect feels that he is accepted by the surrounding society, that he is a necessary person for society . Inclusive interaction is a special type of communication between people, where important issues are discussed . will be resolved .

CONCLUSION

In conclusion, it should be noted that the inclusive culture is important for finding a place for disabled people in an inclusive society, for their formation as a necessary person for the society, and there is diversity in the views of individuals. It is aimed at providing the desired results in accordance with the goals of inclusive education, which is preferred by the society.

Taking into account the psychological potential of children in need of special help in the world, it is necessary to work more on high scientific and pedagogical researches on the methods of mental correction, on the formation of the idea of humanity in the family and society, and on increasing the capabilities of the necessary aids. Various aspects of inclusive education in teaching disabled children, meeting the educational needs of children with disabilities, ensuring their all-round equality, and recognizing them as a full-fledged member of society form the basis

of these studies. , it is a very important issue to take into account the unique aspects and capabilities of children with disabilities, and to ensure and support this, to provide the pedagogical basis for conducting education.

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