

**PRINCIPLES OF EDUCATION OF STUDENTS INCLUDED IN INCLUSIVE
EDUCATION BASED ON ANTHROPOCENTRIC APPROACH**

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Abstract: The article describes the essence of the concepts of inclusive education and the anthropocentric approach, the principles of education based on the anthropocentric approach involved in inclusive education and their essence.

Key words: inclusive education, anthropocentric approach, principle, systematic, integrative, complex, polysubjective approach, interactivity, corporatism, empirical approach, problem approach.

In order to fully understand the essence of the problem, it is necessary to first understand the meaning of the terms "anthropocentric approach" and "inclusive education" from the basic concepts.

The word anthropocentrism is derived from the combination of Greek anthropos - man and Latin centrum - center [2].

In the "Pedagogical encyclopedia" authored by Professor RGSafarova, the concept of "anthropocentrism" is defined as the view that man is the center of the universe and its ultimate goal. That is, "anthropocentrism means that things and events are related only to their purposefulness, that is, to see and study from a teleological point of view " [1].

Inclusive education - (fr . Inclusif, Latin. Include - I add) is a term that expresses the fact that general secondary education is oriented to education covering the needs of students with different opportunities, equality for all [3].

The reforms implemented in the education system of our country largely determine the specifics and the need for changes in the work of the teacher of inclusive education. In particular, in Article 20 of the Law "On Education" of the Republic of Uzbekistan, "Inclusive education is provided in educational organizations for all learners, taking into account the diversity of special educational needs and individual capabilities." aimed at ensuring equal opportunities for education . Inclusive education is organized in educational organizations for children (individuals) with physical, mental, sensory or mental disabilities" [4].

Forming an anthropocentric approach - a clearly targeted pedagogy aimed at educating a person being educated in the process of inclusive education, treating each person as a value, respecting his personality, pride, personal "me", dignity, rights, and good behavior activity content and process.

Educating elementary school students in the process of inclusive education based on an anthropocentric approach - considering their age and individual capabilities, their unique psychological characteristics, approaching them as a value to each person, his honor, pride,

respect is the content and process of pedagogical activity with a specific purpose of teaching to respect one's honor, dignity, and rights. This process acquires a systematic, integrative, collective character.

and successful organization of this process requires working based on certain principles. Scientific research on the research problem, familiarization with the relevant literature, working based on the following principles on the basis of the theoretical analysis of the ideas put forward in them allows to achieve the expected result in the education of students of inclusive education based on an anthropocentric approach. are: systematic, integrative, complex, polysubjective approach, interactivity, corporatism, empirical approach, problem approach, vitagen approach, axiological approach, anthropological approach [5], technological approach [6], cultural approach, ethnopedagogical approach, staged approach, competent approach, synergetic approach [7].

and responsible the process of organizing inclusive pedagogical activities based on a large number of principles is.

What is the importance of the principles mentioned above in educating elementary school students based on an anthropocentric approach in the process of inclusive education? At this point, the importance of principles in ensuring the effectiveness of inclusive pedagogical activities is emphasized.

The principle of systematicity is inclusive education continuous , step-by - step , each o "represents that it will continue during the academic year, solving specific tasks.

The principle of integrativeness - the organization of the educational process based on the didactic possibilities of subjects taught in inclusive education classes helps to effectively form anthropocentric qualities in students with developmental disabilities.

The principle of comprehensiveness - by achieving unity between the processes of inclusive education and inclusive upbringing, ensuring the consistency of pedagogical activity, it is possible to successfully form theoretical and practical knowledge of the field in students.

The principle of polysubjective approach - in inclusive classes, a large number of subjects - students can be brought up as a truly socialized person by organizing dialogues on the topic of anthropocentric approach among them;

The principle of interactivity - it is desirable to stimulate educational activity among the students of inclusive education in the performance of educational tasks based on the anthropocentric approach, because through this they develop the skills of working together, in a group and in a team. together with being, closeness, companionship and friendship are decided;

The principle of corporatism means that students of inclusive education, as a consistent continuation of the principle of interactivity, perform educational tasks in cooperation;

Empirical approach principle - actively involving students of inclusive education in completing educational tasks consisting of problematic situations with the content of an anthropocentric approach, provides an opportunity for them not only to acquire relevant knowledge, but also to be able to demonstrate it in practice;

The principle of problem-based approach is the analysis of problem situations representing humanitarian behavior of the student, which is a component of the anthropocentric approach, and how to behave in such situations;

The principle of the Vitagen approach is that the skills that require mutual love, consequence, help, support between individuals receiving inclusive education, guarantee the achievement of the expected pedagogical result, based on personal experience;

The principle of axiological approach - anthropocentric ideas (humanity, tolerance, tolerance, sympathy, etc.) have both a national and universal character and have been recognized as a unique and important value in the historical development of mankind, therefore it is desirable to familiarize students with them;

The principle of the anthropological approach - in the process of inclusive education, not only biological, but also social factors play a special role in the development of the student's personality. Therefore, inclusive education serves to acquaint students with the content of approaches to a person with a disability in the development of humanity in complex historical, racial and ethnic processes, as well as to express the need to achieve a balance between their physiological and social development;

The principle of the technological approach is the consistent, organizational-methodically rational organization of the educational process in the "clear goal - guaranteed result" system, ensuring the correct implementation of the educational activities of students of inclusive education. at the same time serves to realize their personal potential and direct them to a single goal;

The principle of the cultural approach - the influence of the stages of the development of personal history on the development of the society and the maturity of the individual, provides clarification of the importance of the knowledge accumulated in different cultural periods for today and for students with developmental disabilities;

The principle of ethnopedagogical approach - inclusive education, the role of examples of folk art, in particular, fairy tales and epics, in forming cognitive and empirical knowledge of the anthropocentric approach in students, therefore, **in the process of inclusive education, elementary school their use in the process of educating students based on an anthropocentric approach** helps to enrich students' imaginations in the appropriate direction;

The principle of a step-by-step approach - the acquisition of theoretical and practical knowledge of humanitarianism, tolerance, tolerance, cooperation, care, which is a component of the anthropocentric approach, of students of inclusive education cannot be achieved in just one academic year. the extent of the number of concepts related to the above concepts by them, for their effective mastery, a period of many years of education is required; the principle itself expresses this aspect;

The principle of competent approach - the level of personal competence of students of inclusive education, which creates a wide opportunity for purposeful use and formation of it in the educational process;

The principle of synergetic approach - in the formation of qualities related to the anthropocentric approach in students of inclusive education, educational subjects - family, school, additional educational institutions and other spheres that promote the ideas of socialization, have the expected results. guarantees, therefore, it is necessary to gather their educational opportunities at one point in the process of education aimed at a specific goal, to carry out pedagogical activities in mutual harmony [8].

Thus, the anthropocentric approach in inclusive education ensures that social relations have a positive character. For this reason, the principle of anthropocentric approach is recognized as one of the principles of modern inclusive education.

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