

**PROSPECTS FOR THE DEVELOPMENT OF INCLUSIVE EDUCATION IN THE
MODERN EDUCATIONAL ENVIRONMENT**

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Annotation: The article considers inclusive education as an important issue of the modern educational culture of society. The problems and objectives of inclusive education are revealed. The culture of inclusive education is described as an important category of modern educational culture.

Keywords: inclusive education, children with disabilities, correction, principles.

Placing a disabled child in a normal environment is the first step towards integration. The inclusion of children with disabilities in general education institutions around the world is called "inclusive" or "integrative" education. That is, it is an education aimed at considering all children equal, regardless of their nationality, race, body color, social origin, marital status in society, origin, material and spiritual condition, lack of physical or mental development, value and spiritual development. At the same time, it is necessary to develop all the capabilities of the above types of children.

Inclusive education develops and has a beneficial effect on the educational process. Creates comfortable conditions for the education of children with disabilities (hereinafter referred to as HIA), organizing additional opportunities for their education.

For a long time, it was considered more effective to teach children with special needs in special educational institutions than in general education institutions. By the 1970s and 1980s, the promotion of the idea of humanity and the elimination of discrimination at the global level led to a further improvement in attention to children with special needs [5.78].

The issue of education of children with disabilities is becoming one of the most urgent today. Special education has developed as an education system for children with disabilities. This education is based on the notion that the needs of children with disabilities cannot be met in conventional institutions. Special education operates all over the world in the form of special schools or boarding schools.

Teaching children with disabilities in special educational institutions makes it difficult for them to adapt to society after graduation. It also forces them to be away from their family. This category of children get used to taking care of themselves, they have difficulties taking care of themselves.

In addition, many children with special needs remain without education. Currently, our republic is implementing an inclusive education policy aimed at ensuring that children with special needs receive education in the special or general education system in accordance with their level of development, capabilities, abilities and disability characteristics.

According to the Salamanca Declaration, inclusive education is seen as a reform that supports and endorses the differences and characteristics of each child. Its goals are to prevent social segregation caused by differences in gender, race, culture, social origin, religion, individual capabilities and abilities [6.7]. However, this concept turned out to be unsuitable for universal use. In schools around the world, inclusivity is often seen as teaching people with disabilities along with their peers in regular schools, thus the concept of inclusivity is limited only to children with disabilities (Judy Kugelmas).

It turns out that there is not enough knowledge and information about the content and essence of inclusive education in society.

The following goals and objectives must be achieved in the inclusive education system:

- to create the 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 carry out mental development and social adaptation;
- to guarantee the right of students to equality in education;
- to meet the needs of children with disabilities and healthy children with the active participation of society and family;
- to adapt to the social life of children with disabilities;
- to realize the right to education without separating children and adolescents with disabilities from their families;
- to form a friendly and loving attitude towards children and adolescents with disabilities in society.

A child with disabilities should be perceived as all ordinary healthy children, and should have the right to recognition and respect.

Children always need the help of adults, regardless of their position and capabilities. It is incorrect to separate them or refer to them with the word "disabled", not to include them in the usual educational environment.

Segregation of children with disabilities violates their rights. It also has a negative effect on parents. Children with disabilities may not be able to complete tasks and tasks as quickly as normally developing children, but they can do them to the best of their abilities. Protection of children's rights and a positive attitude towards them is an important method of education [3.8]. Therefore, it is necessary to treat this issue with caution.

We can highlight the following problems of inclusive education:

In many countries , the introduction of inclusive education is not recorded in government regulations;

Negative attitude towards disabled children;

The problem of the invisibility of children with disabilities in society;

Lack of attendance of children with disabilities in regular schools;

Financial problems;

The lack of adaptation of educational institutions to inclusivity;

A large number of students in the class;

Poverty;

Discrimination based on gender differences;

Dependence of children with disabilities on others;

Personnel issues.

Despite these problems, a natural question arises, why should children with disabilities be included in the inclusive education system?

What is the need to solve the above-mentioned problems of transition to an inclusive education system?

Indeed, it is not easy to solve the problems facing the education system. But inclusive education has many advantages, which are expressed in the following:

- Inclusive education helps to break out of the poverty trap;
- Inclusive education improves the quality of education for all;
- Prevents discrimination;

- Inclusive education leads to social inclusion. (Schools for all – Save the Children – 2002, p. 20-23)

Principles of inclusive education:

1. The value of a person does not depend on his abilities and achievements.
2. Everyone has the ability to think and feel.
3. Everyone has the right to be heard and the right to communicate.
4. Everyone needs each other.
5. A full-fledged and real human education is realized only in real cooperation.
6. All people need the support of their peers.
7. Students become successful not because of their inability to do something, but because of their ability to do something.
8. Collaboration improves life in every way.

Educational institutions of the inclusive education system include; pre-school education, general education, secondary vocational and higher education. The aim of these educational institutions is to create an open learning environment by removing barriers between the education of children with disabilities with ordinary children and vocational training for inclusive education.

In inclusive education, general education schools do not use separate programs and textbooks. The inclusive education system differs from the integrated education system in its content – the essence, purpose, objectives and program of action [2.4].

Special inclusive education involves the practical application of solid foundations identified during the study of specific data to support effective inclusive education. Salend and Whittaker (2012) identified the following types of methods:

- Significant recognition of differences and types.
- Establishing a strengths-based approach to competence development.
- Using the IPO (Individual Learning Plan) to focus on the strengths and problems of the students.
- Using different types of communication to organize events.
- Using a universal method for differentiated learning.
- Using positive intervention to support behavior management.
- Using various assessment strategies to monitor progress and inform learning.
- The use of various assistive and educational technologies to facilitate the learning process.
- Teach students to use effective learning approaches such as metacognitive capabilities.
- Providing culturally relevant and relevant events and processes.

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

Since 1990, several declarations and decisions have been adopted at the global level regarding the education of children with special needs in the system of general education institutions. They have been recognized by many countries around the world. But today there are many problems with their implementation. In some countries, when adopting laws or decisions on general education, the issue of education of children with disabilities is not included in it. But the recognition of inclusive education will depend not only on legislation [1.13]. The fight against discrimination and social prejudice is the most important thing. In other words, the primary task is to carry out propaganda among the population in favor of inclusive education. Over the past twenty years, significant work has been done to educate children with special needs in the system of general education institutions. However, the implementation of the inclusive education system takes place mainly at the urban level, and in rural areas children with special needs are still excluded from education, or parents in rural areas face difficulties in ensuring that their children with disabilities attend boarding schools. Thus, the involvement of children with special needs in inclusive education is underway in all regions.

The word "accessibility" is based on the quality of public institutions, especially the accessibility of schools for children with disabilities.

A child should not be excluded from a regular school if he cannot enter the school building (because the stairs are not wheelchair accessible) or because the school toilet is not wheelchair accessible. Creating such objects does not require a lot of money. The new school building should be built as planned, taking into account the needs of children with disabilities. Institutions suitable for children with disabilities do not create problems for children with normal development.

Decentralization in inclusive education is expressed through the following two aspects:

A). Inclusive education services should be an integrated part of the general education system.

B). Tasks in the inclusive education system should be decentralized in order to assign responsibility and control to local education authorities, and opportunities should be adapted to local conditions.

Decentralization is important to achieve optimal integration.

This is especially true in rural areas. The objectives of inclusive education allow children with disabilities to stay with their parents, receive education in schools close to them, like their peers.

This is important in the formation of their personal qualities.

In inclusive education, it is necessary to carry out work on the elimination, correction and compensation of existing defects of a disabled child, as well as the acquisition of knowledge and skills, training in a profession. This principle is based on an early approach to children with special needs. The education of children with special needs should not end before they receive primary and secondary special education. It is also necessary to implement vocational education and higher education for children with disabilities. Because one of the tasks of the inclusive education system is the comprehensive development of children with special needs, ensuring all their rights.

The curriculum and textbooks should be flexible to the capabilities of children with special needs.

The special educational needs of a child should be at the heart of any integration activity. Since the levels and types of individual needs vary, such activities should be flexible.

Highly qualified teachers are required to teach in classrooms where children with special needs are taught on an inclusive basis. In addition, the teacher of an inclusive class must have advanced qualifications in the field of defectology.

Educators are required to review their relationships with students, adapt assessment, teaching, and classroom management methods to the individual needs of students, and ensure that all students equally achieve the overall educational goals of the curriculum. In inclusive classrooms, the teacher is an expert who adapts to the environment, is compassionate, and is well aware of the strengths and needs of his students. They critically evaluate their abilities and views and orient their activities towards the goals of continuous self-improvement and meeting the needs of all students (Costa and Kalik, 2000). All teachers have an individual approach to student learning and teaching.

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